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**The development of beginning and early career  
teachers' thinking and practice in relation to  
managing pupil behaviour**

by

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for the Degree of Doctor of Philosophy

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## **Abstract**

This thesis explores the development of the thinking and practice of beginning and early career teachers in relation to pupil behaviour through the examination of questionnaire data from two surveys conducted with a PGCE cohort and case study data gathered through a sequence of interviews with seven teachers from this group during their first three years as qualified teachers. It draws on literature to critically examine the established discourse of pupil behaviour as a problem in schools, the management of behaviour as a concern for beginning teachers and the preparation provided by Initial Teacher Training in this area as insufficient. Attention is also given to prevailing approaches to behaviour described in literature that might represent the knowledge base for improved training in relation to behaviour management.

The questionnaire data presented a picture of the cohort as prepared in relation to pupil behaviour and realistic in their views on the types of behaviour that they would encounter most frequently. There was a clear perception that the most valuable learning about behaviour took place in schools. The data collected from the case study participants suggested that learning about behaviour continued to be based on their own direct experience of teaching, formal and informal advice from colleagues and formal and informal opportunities to observe others' practice. The implication is that development in relation to behaviour is very parochial, with few influences external to the school. This, coupled with a general antipathy towards anything construed as theoretical, suggests the development of beginning teachers' thinking and practice in relation to behaviour is based upon very few reference points beyond that which is available in the school and the individual's general dispositions, preconceptions, concerns and perceptions.

Attempts to address perceived issues regarding the preparation of beginning teachers has tended to focus on the content dimension, typically defined as knowledge, skills and understanding. This thesis puts forward the view that, whilst there is valuable work to be done in attempting to define what content represents a useful grounding for the beginning teacher, there needs to be greater attention paid to the influence of the

*individual* and the *context* in which they are placed. This might be achieved by reconceptualising the development of the thinking and practice of beginning and early career teachers in relation to pupil behaviour as an interaction between the content dimension, the individual and the context.

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## Acronyms and Abbreviations

<b>B.Ed</b>	Bachelor of Education
<b>CACE</b>	Central Advisory Council for Education
<b>CATE</b>	Council for the Accreditation of Teacher Education
<b>CPD</b>	Continuing Professional Development
<b>DCSF</b>	Department for Children, Families and Schools
<b>DES</b>	Department for Education and Science
<b>DfE</b>	Department for Education
<b>DfEE</b>	Department for Education and Employment
<b>DfES</b>	Department for Education and Skills
<b>DoH</b>	Department of Health
<b>EBITT</b>	Employment Based Initial Teacher Training
<b>EPPI-Centre</b>	Evidence for Policy and Practice Information and Co-ordinating Centre
<b>GTP</b>	Graduate Teacher Programme
<b>HEI</b>	Higher Education Institution
<b>HMCI</b>	Her Majesty's Chief Inspector
<b>HMI</b>	Her Majesty's Inspector/Inspectorate
<b>IPA</b>	Interpretative Phenomenological Analysis
<b>ITE</b>	Initial Teacher Education
<b>ITT</b>	Initial Teacher Training
<b>NASUWT</b>	National Association of Schoolmasters Union of Women Teachers
<b>NUT</b>	National Union of Teachers
<b>NCTL</b>	National College for Teaching and Leadership
<b>NFER</b>	National Foundation for Educational Research
<b>NQT</b>	Newly Qualified Teacher
<b>Ofsted</b>	Office for Standards in Education

<b>PGCE</b>	Post Graduate Certificate in Education
<b>PRU</b>	Pupil Referral Unit
<b>QTS</b>	Qualified Teacher Status
<b>SCITT</b>	School-Centred Initial Teacher Training
<b>SEAL</b>	Social and Emotional Aspects of Learning
<b>SENCO</b>	Special Educational Needs Coordinator
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>SLT</b>	Senior Leadership Team
<b>TA</b>	Teaching Agency
<b>TDA</b>	Training and Development Agency
<b>TEFL</b>	Teaching English as a Foreign Language
<b>TTA</b>	Teacher Training Agency

## Chapter 1 Introduction

### 1.0 The context

Behaviour in English schools is frequently portrayed as a problem by policy makers (e.g. DfES 2005a, DfE 2010a) and one that needs to be addressed. This perceived need for action is reinforced by equally frequent media fuelled public concern. In the years immediately prior to the commencement of the research upon which this thesis is based, pupil behaviour was once again the focus of media attention, with *The Times* referring to a '*Schools crisis as discipline standards fall in classrooms*' (Halpin and Blair 2005: np). The Daily Mail took a more direct approach, stating in its 3<sup>rd</sup> February 2005 edition that '*Discipline in Schools is Worst Ever*' (Whitehead and Riches 2005: 1). Meanwhile the Daily Mirror reported on the '*Collapse of the classrooms as hooligans win power struggle*' (Harris 2005: 19). There were numerous other examples (e.g. Williams 2004, Hanna 2006, Blair and Halpin 2006, Cassidy 2006), all either reporting the extreme behaviour of particular individuals or a general climate of indiscipline. Such reporting has the effect of placing behaviour in schools in the public domain and establishing it as a topic of public interest and concern. This concern for the standards of behaviour in schools is not new. The influential Elton Report (DES 1989a: 54) was triggered by '*public concern about violence and indiscipline in schools and the problems faced by the teaching profession today*'. It concluded however that teachers were '*most concerned about the cumulative effects of disruption to their lessons caused by relatively trivial but persistent misbehaviour*' (DES 1989a: 11). The Steer Report (DfES 2005b), itself commissioned in the wake of the flurry of media concern, largely concurred with the Elton Report (DES 1989a) and also reiterated the view expressed by Ofsted (2005) that the '*great majority of pupils work hard and behave well, and...most schools successfully manage behaviour to create an environment in which learners feel valued, cared for and safe*' (DfES 2005b: 5). Gaining an accurate view of standards of behaviour in schools is no less problematic when drawing on teacher surveys. Despite 68% of respondents in the 2008 NFER Teacher Voice Survey feeling that negative pupil behaviour was driving teachers out of the profession, 94% of teachers felt that behaviour was acceptable or better in their own schools (NFER

2008). This may be an example of teachers 'buying in' to the popular discourse on behaviour in schools as problematic, yet themselves having direct, personal experience of behaviour that reflected the Steer Report's (DfES 2005b) view of the reality.

Coupled with this popular discourse of behaviour in schools as problematic is a belief that teacher training in relation to behaviour needs to be strengthened (e.g. DfE 2010a, DfE 2012a, TA 2012a). The motivation for moves to improve this area is a mix of an apparent concern for the teacher as an individual and concern for retention and recruitment. Both are captured in the observation of the current government's former expert adviser on behaviour, Charlie Taylor, that:

*The greatest fear trainee teachers have is that they won't be able to manage behaviour. It also remains one of the main reasons why teachers leave the profession.*

(DfE 2012a: np)

There is a third motivation that is arguably premised on the intuitive view that if something is problematic then one solution is to train individuals better to deal with it. If behaviour is the problem that some elements of the media and some government documents suggest, then better - usually interpreted as *more* - training is a plausible solution. Such a view can also be coupled with a degree of blame for the existing situation. The government complained, for example, that,

*Too little teacher training takes place on the job, and too much professional development involves compliance with bureaucratic initiatives rather than working with other teachers to develop effective practice.*

(DfE 2010a: 19)

and Charlie Taylor noted:

*There are some cases where trainees receive little more than a single lecture and limited support from a tutor if things start to go wrong. Some providers are not always aware of what is good*

*training on behaviour and this means they continue to train inadequately.*

(DfE 2012a: np)

Much like the general concern regarding behaviour in schools already discussed, determining the reality of the experience for trainees is difficult. In the 2012 Annual NQT survey, 98% of primary and 96% of secondary respondents considered that their initial teacher training was satisfactory or better in helping them to establish and maintain a good standard of behaviour (TA 2012b). Whilst increasing the proportion of newly qualified teachers rating their training as good or very good should be the aspiration, if 'satisfactory' is afforded its dictionary definition of good enough, a reasonable question could be whether there is actually any weakness in initial teacher training that needs to be addressed. All but 2% of primary and 4% of secondary respondents seemed to be indicating, when asked after between six and nine months as qualified teachers, that their training in relation to behaviour represented at least adequate preparation. NFER (2012) survey data conveys a different message, with 41% of teachers surveyed rating the behaviour training they received during initial teacher training as poor or very poor. Importantly, in making any comparison with the NQT survey data, the NFER research was based on the views of teachers at a range of stages in their careers. Accepting the NFER (2012) data as a reflection of the reality and citing it as evidence of a need for improvement (DfE 2012a), the current government has issued guidance (TA 2012a) designed to strengthen teacher training in relation to managing pupil behaviour. One effect is to reinforce a discourse on teacher training for behaviour that represents the training as currently lacking and in need of remedial action and beginning teachers entering the profession feeling underprepared.

This thesis is premised on a view that a limitation of the current understanding of teachers' experiences of their training to manage behaviour and the standards of behaviour in schools is its heavy reliance on survey data. Inevitably such data will always struggle to provide any insight into what teachers base their decisions when selecting from a given set of response options within a survey. There is a need to better

understand how beginning teachers experience, respond and contribute to the established discourses on both teacher training for behaviour and standards of behaviour in schools previously described.

Drawing on an initial survey of a cohort of full time PGCE students and a series of in-depth interviews conducted with seven case study participants over three years, this research seeks to develop an understanding of the experience of early career teachers as they develop their knowledge, skills and understanding in relation to managing pupil behaviour.

### **1.1 Defining discourse**

In the context of this introductory chapter, the term *discourse* has been used so far as though unproblematic and with an implied general definition as the way in which a particular topic or area of activity is written or talked about. However there are multiple ways to define discourse (Alsup 2006). Gee's (2000: 197) definition of a discourse reflects how the term is interpreted and used throughout this thesis. He suggests that:

*Discourses are characteristic (socially and culturally formed, but historically changing) ways of talking and writing about, as well as acting with and toward, people and things. These ways are circulated and sustained within various texts, artefacts, images, social practices, and institutions, as well as in moment-to-moment social interactions. In turn, they cause certain perspectives and states of affairs to come to seem or be taken as 'normal' or 'natural' and others to seem or be taken as 'deviant' or 'marginal' (e.g., what counts as a 'normal' prisoner, hospital patient, or student, or a 'normal' prison, hospital, or school, at a given time and place).*

The basic underpinning premise of discourse theory is that how we think and talk about a subject influences and reflects the ways we act (Karlberg 2005: 1). Multiple theorists, researchers and philosophers have expounded on the concept of discourse (Alsup 2006), with Foucault being one of the most famous (e.g. 1972). Foucault developed a theory of discourse that provided a theoretical framework for understanding how the world operated in terms of identity and power (Robinson and Jones Diaz 2006). The notion

of power was important in Foucault's definition of discourse. Summarising Foucault's perspective, Ball (2006: 48) suggested that:

*Discourses are about what can be said and thought but also about who can speak, when, and with what authority. Discourses include meaning and social relationships and are therefore related to who holds power in society.*

Perhaps the most important observation within Ball's (2006: 48) reflections on Foucault's work in context of this thesis is the suggestion that '*We do not speak a discourse, it speaks us. We are the subjectivities, the voices, the knowledge, the power relations that a discourse constructs and allows*'. This remark seems to capture the position of the beginning teachers who are the focus of this thesis. They do not exist in a void but have been subjected to, and continue to be subjected to, a discourse in relation to behaviour shaped by national policy, the media and deeply engrained assumptions about schools, schooling and the teacher-pupil relationship. This perspective provides the rationale for the critical examination of policy and guidance that is conducted in chapters 2 - 4.

## **1.2 The research title**

The research title is:

*The development of beginning and early career teachers' thinking and practice in relation to managing pupil behaviour*

In researching this topic five key questions were explored. These were:

1. What is the contribution of the university based elements of the full time PGCE course to the development of thinking and practice?
2. What is the contribution of the school based elements of the full time PGCE course to the development of thinking and practice?
3. How does professional learning continue once in post as a qualified teacher?
4. How influential is school context to the development of thinking and practice?



5. What is the mediating role of the individual in the development of thinking and practice?

The key questions were informed by my own professional experience, described later in this chapter, and the literature review (chapters 2-4) conducted as part of the research. The full time PGCE course was chosen as the one year time scale meant it was possible to incorporate a longitudinal element within the research and gather data from the trainees after they had qualified. Nationally, it was also the main route to achieving qualified teacher status, though, as discussed in Chapter 3 (pg 71), over the period the research was conducted there was a changing policy context with the emergence of *School Direct*.

### **1.3 The researcher's professional experience**

I qualified as a primary school teacher in 1988 having followed a four year Bachelor of Education degree course. I then taught in two schools and was also the special educational needs coordinator (SENCO) in the second of these. At the point I took up the SENCO role it had only recently been formally introduced through the original Code of Practice (DfE 1994a) and accredited training was on offer widely to support the development of those in this newly defined post. This training led on to Masters level study, initially in the form of a postgraduate certificate course in emotional and behavioural difficulties. At the same time as I was studying this course, the Local Authority was establishing its Behaviour Support network across the county and as a result was recruiting specialist peripatetic teachers. I was successful in gaining a post, most likely because of the combination of a degree of mainstream credibility due to coming straight from classroom teaching and my demonstrated interest in emotional and behavioural difficulties through engagement with the course. It was through this role and continued study that I built up my expertise in relation to special educational needs, emotional and behavioural difficulties and pupil behaviour. I was fortunate to work under a team manager who had a clear vision for support service work that reflected Blamires and Moore's (2004:11) '*classroom*' and '*whole school*' models. Consequently the focus of the work was very much on building the capacity of individual teachers and schools to work more effectively with the pupil referred and, importantly, with others like them in the future. Though the referral was

typically for the individual child, a lot of the activity was in supporting the development of the teacher's practice.

Whilst working in the county's behaviour service I was invited to provide guest speaker input for some of the local higher education institution's teacher training courses, initially on how, as a service, we worked with schools, but increasingly incorporating elements on general behaviour management. This association with the higher education institution developed further and I was invited on a regular basis to provide input on behaviour management, which typically involved introducing some of Bill Rogers' techniques (e.g Rogers 1990, 1997) and his idea of a least to most intrusive approach (Rogers 1997), as well as Hook and Vass' (2002) rights, rules, routines and responsibilities framework. The feedback I received directly from students and via tutors was that this was something they valued. There were some parallels perhaps with McNally *et al's* (2005: 180) observation that one of the most popular lectures on their university's programme was one by an experienced practitioner that was '*essentially an illustrative list of over 40 brief anecdotes of real situations from her experience: how she handled them, when she failed and the resultant piece of advice, all couched in good humour.*'

Project funding secured by the higher education institution allowed me to enter into a joint appointment arrangement through which I was employed to work there and also for the Local Authority. In order to facilitate this arrangement I took up a post for the local authority as a Key Stage 3 Behaviour and Attendance Consultant when the Behaviour and Attendance strand of the Key Stage 3 National Strategy was launched in 2003. This was important career development, as previously my experience had been almost exclusively primary. It also differed from behaviour service work because the focus was not on those pupils with identified social, emotional and behavioural difficulties but on building the capacity of the whole school, departments and individual teachers to manage behaviour effectively. Consequently, the concern was with the development of practices to reduce the low level disruptive behaviours that could impede teaching and learning, rather than the more extreme behaviours that might be exhibited by particular individuals with identified behavioural difficulties.

Working part time for the higher education institution provided greater insight into the issues associated with preparing trainees in relation to behaviour, including the importance to the provider of the annual NQT survey. It was also apparent that there was sometimes a tension for tutors in devoting sufficient attention to developing '*the skills in delivering a range of strategies (that) are clearly a necessary part of an NQT's survival toolkit*' (Powell and Tod 2004: 2) but at the same time not succumbing to the provision of '*tips on discipline*' (McNally *et al* 2005: 169) or undermining the significance of interacting factors, including curriculum and pedagogy, that influence classroom behaviour.

Powell and Tod's (2004) *A systematic review of how theories explain learning behaviour in school contexts* was published shortly after I joined the higher education institution. As well as having wider significance, it was important to the institution as, being written by two of its staff, supported by contributions from a range of colleagues, it provided the behaviour for learning conceptual framework that would inform the approach to the coverage of behaviour management adopted across a range of teacher training programmes offered. I was on the periphery of this research, credited as part of the advisory group. The conceptual framework and the thinking behind it resonated with my own experiences both as a behaviour service specialist teacher and a Key Stage 3 Behaviour and Attendance consultant. The framework essentially recognised that there were social, emotional and cognitive, or curricular, factors that influenced behaviour in the classroom. Importantly, though the child brought to the classroom a combination of skills and dispositions in these areas, they were also factors that could be influenced for better or worse by the classroom teacher. I worked closely with one of the authors, Professor Tod, to develop the practical application of this conceptual framework. Initially this took the form of briefing other tutors, providing input to specific sessions on teacher training programmes and delivering training and workshops to schools and other agencies.

In 2009 we published *Behaviour for Learning: Proactive Approaches to Behaviour Management* (Ellis and Tod 2009). The book provided some practical guidance on a range of behaviour management strategies that

might represent a necessary part of the NQT's survival toolkit referred to by Powell and Tod (2004), but its main focus was developing in trainees and qualified teachers an understanding of the emotional, social and cognitive influences on learning and behaviour, in order to support them in their selection and evaluation of strategies, approaches and interventions. Since the publication of the book, I have continued to deliver training in the behaviour for learning approach to groups of trainees on a variety of training routes to qualified teacher status as well as to qualified teachers in schools and those following Masters level courses.

#### **1.4 The structure of the thesis**

The thesis is based on two distinct phases of data collection. The first of these was an initial survey of a cohort of full time PGCE students who trained in the academic year 2007- 2008. The intention was to scope the issues related to the popular discourse on teacher training and behaviour previously outlined. As well as providing an indicator of the extent to which this cohort reflected these nationally debated issues, the initial survey was used to inform initial lines of enquiry in the second phase of data collection. The second and more extensive phase of the data collection was based on an instrumental, multiple case study design (Stake 1995). A series of interviews was conducted with seven case study participants over the three years following their successful completion of the full time PGCE course. From the beginning an iterative approach was adopted, with each research activity informing the next.

Chapters 2, 3 and 4 draw on literature to explore, respectively, policy makers' perspectives on behaviour, developments in initial teacher training, with particular reference to the implications for professional learning about pupil behaviour, and the possible knowledge base required by beginning teachers. Chapter 5 sets out the research design and methodology. Chapter 6 presents, analyses and discusses the data gained from questionnaires conducted with the cohort of full time PGCE students at the beginning and end of their course. Chapters 7, 8 and 9 draw on case study data gathered over three years to explore respectively how the development of thinking and practice related to pupil behaviour is influenced by:

- Knowledge acquisition factors
- Context factors
- Individual factors

Within these chapters the voices of the individuals are incorporated through the use of selected direct quotes, reflecting a direct contrast with the approach typified by survey data in which individual responses are used collectively to present a picture of group experience. This places emphasis on exploring the potential uniqueness of the individual's interpretation of their experiences, as well as any commonalities that may exist among individuals. As with all case study research, the primary focus was not to be able to generalise to the wider population. Rather the intention was to explore the possibility that, though meeting the same set of professional standards and following the same PGCE full time course at the same Higher Education Institution, interpretations and experiences differed. As such, sometimes a conversation with an individual provides the rationale for the exploration of a particular issue within the thesis, illustrating the difference between the case study participants. On other occasions the similarities between individuals is the salient factor, with the words of some individuals used illustratively.

Chapter 10 presents the conclusions and identifies possible implications for future practice, including the recommendation of a need to reconceptualise the development of the thinking and practice of early career teachers in relation to pupil behaviour as an interaction between a knowledge base for behaviour, referred to as the content dimension, the individual and the context.

#### **1.4 Summary**

This chapter has provided the reader with an understanding of why this research was undertaken. Reflecting Patton's (1990) view that the credibility of the researcher is especially important in qualitative research in contributing to the overall trustworthiness (Guba and Lincoln 1994), detail is provided on my background, qualifications and experience in the field of pupil behaviour and teacher development. The intention has been to establish the context for the thesis but also raise some seldom asked

questions about a broadly accepted discourse on teacher training for behaviour that is based on the three interrelated assumptions that behaviour is a national problem, behaviour is a concern for teachers and teacher training in relation to pupil behaviour needs to be strengthened. These three strands of the overall discourse can all find support from data gathered through broad national surveys. The research upon which this thesis is based sought to gain a deeper insight into the experiences of early career teachers as they develop their knowledge, skills and understanding in relation to managing pupil behaviour.

Chapter 2 will critically examine developments in government policy and guidance from the last 25 years that have served to shape the discourse on teacher training and behaviour. In Chapters 3 and 4 literature is explored related to the three strands outlined earlier of behaviour as a national problem, behaviour as a concern for teachers and the need to strengthen teacher training in relation to pupil behaviour. This exploration is linked to the broader topics of perspectives on teacher development and changing models of teaching and teacher education.



## Chapter 2 Policy makers' perspectives on behaviour in schools

### 2.0 Introduction

Within 6 months of coming into office, the Coalition government published the Education White Paper, *The Importance of Teaching* (DfE 2010a) and devoted an entire section to the topic of pupil behaviour. The language used conveyed a sense of crisis in schools:

*...poor discipline is forcing good people out of the classroom. Two thirds of teachers say that negative behaviour is driving people out of the profession, and the most frequent factor cited as a cause of classroom stress is pupils' lack of respect towards teaching staff: in 2007, almost 18,000 pupils were permanently excluded or suspended for attacking a member of staff. Only around half of teachers believed that there was appropriate support available in their school for teachers struggling to manage pupil behaviour. Far too many teachers are also exposed to false or even malicious allegations of misconduct by pupils or parents.*

(DfE 2010a: 32).

After this initial scene-setting, the White Paper focused on a series of measures to address this identified problem. For anybody not familiar with the regular attention placed on behaviour in schools by governments such a document may have conveyed both a sense that a crisis point had been reached and a degree of reassurance that a determined set of politicians was not shying away from tackling this thorny issue.

New teachers beginning training and subsequently progressing into their early careers do so in the context of an established discourse of behaviour in schools as problematic. There are recurrent expressions of concern by central government about behaviour in schools, often fuelled by media reports on the state of English schools, and associated attempts to address the perceived problems through policy and guidance. The extent to which this established discourse reflects the experienced reality for early career teachers is a theme explored within this thesis.



## 2.1 Behaviour as a national concern

The degree to which pupil behaviour and the classroom climate are issues in English schools is difficult to gauge. As outlined in Chapter 1, the media (e.g. Halpin and Blair 2005, Harris 2005, Whitehead and Riches 2005) has had a role in perpetuating this view, with behaviour in schools every so often becoming the focus of considerable attention. No doubt partially influenced by the media interest and the public concern, policy makers have attempted to address the apparent problems. In turn, policy makers' interest, conveyed verbally and through policy documents, serve to reinforce a discourse of behaviour as a problem in schools. Haydn (2007: 7) considers much of the commentary in newspapers and from politicians to be '*profoundly unhelpful and misleading*'.

The need for the changes proposed in the White Paper (DfE 2010a) was underpinned by reference to the NFER (2008) Teacher Voice survey, a Teachers TV/YouGov Online Poll (2007), exclusion statistics (DfE 2010b) and a report, published by the NASUWT (2010), on the experiences of teachers working with pupils with challenging behaviours in alternative provision. The claim within the White Paper that '*Two thirds of teachers say that negative behaviour is driving people out of the profession*' (DfE 2010a: 32) was based on the statistic from the Teacher Voice survey that 68% of respondents indicated a level of agreement with the statement '*In my opinion, negative pupil behaviour is driving teachers out of the profession*' (NFER 2008: 11). Perhaps significantly, this question was not asking whether the respondent themselves was considering leaving the profession or personally knew someone who had. Though interpreted in the White Paper as evidence of a problem with implications for recruitment and retention, within the NFER (2008) survey it sat alongside the statistic that 94% of teachers felt that behaviour was acceptable or better in their own schools. The 2012 NFER survey showed little change, with 60% of teachers agreeing that negative pupil behaviour was driving teachers out of the profession, but 95% of teachers feeling that behaviour was acceptable or better in their own schools (NFER 2012). The belief in the negative effect on teacher retention is difficult to reconcile with the other findings. It seems that there is a perception that this is the effect behaviour is having on colleagues *somewhere* within the teaching profession but, at the level of

the day-to-day experience of the individual respondent, behaviour is not perceived as a major concern.

The suggestion within the White Paper that pupils' lack of respect towards teaching staff was a major source of classroom stress (DfE 2010a) was based on a statistic extracted from a Teachers TV/YouGov Online Poll (2007) survey investigating teacher stress. The press release that the White Paper drew on reported:

*When asked about factors causing stress, the majority of secondary school teachers (71%) cited lack of respect from pupils. Nearly half (49%) of secondary school teachers said stress was caused by verbal abuse from pupils and over one in ten (14%) said it was due to physical abuse from pupils during lessons'.*

(Teachers TV/YouGov 2007: np)

Though it is difficult to dispute that these figures paint a bleak picture in relation to experiences of pupil behaviour, it is notable that there were many other factors identified by respondents that contributed to teachers' stress, including the amount of administration expected of them, large class sizes, poor resources in the classroom and unreasonable interference from parents within school.

Exclusion statistics as evidence of a problem with behaviour in schools need to be viewed in the context of the overall percentage of the pupil population that receives exclusions. In the academic year 2008/09 there were an estimated 6,550 permanent exclusions from primary, secondary and all special schools, which represented 0.09 per cent of the number of pupils in schools (9 pupils in every 10,000). In the same period there were 307,840 fixed period exclusions from state funded secondary schools reported compared with 324,180 in the previous year. There were 39,510 fixed period exclusions from primary schools and 15,930 fixed period exclusions from special schools. 11.1 per cent of all permanent exclusions and 4.7 per cent of all fixed period exclusions were due to physical assault against an adult (DfE 2010b). In making this comparison between the White Paper's implication that there is a significant national problem to

address and exclusion statistics that would imply it is a problem related to a very small percentage of the pupil population, the intention is not to diminish the seriousness of an assault on a teacher. Rather it is to illustrate that the discourse on standards of behaviour in schools *generally* is influenced by a particular interpretation of the statistics that presents rare, serious events as indicative of a wider problem.

The suggestion that *'Only around half of teachers believed that there was appropriate support available in their school for teachers struggling to manage pupil behaviour'* (DfE 2010a: 32) came from an NASUWT (2010) report based on a survey of teachers working in special schools, PRUs and specialist settings that sought to examine *'the nature and extent of the behaviour challenges faced by teachers working in these settings'* and *'the views teachers have about what needs to be done to reduce their vulnerability to assault, verbal abuse, complaints and false allegations'* (NASUWT 2010: 3). Though clearly this is a justifiable concern for these teachers and their settings, as a representation of a national concern it needs to be recognised that the views are those of teachers working in non-mainstream provision for *'those pupils who are not able to be educated in mainstream settings'* and who *'by their very nature...may represent an additional challenge for teachers' professional knowledge and practice'* (NASUWT 2010: 3). Of the 1,431 responses, 84.9% were from teachers working with pupils identified with behaviour, emotional and social difficulties (NASUWT 2010).

As a non-ministerial government department with responsibility for the inspection of all schools in England, Ofsted is able to provide some indication of the standards of behaviour in schools nationally. There is a degree of contradiction between the government concern expressed regarding behaviour in schools in the 2010 White Paper (DfE 2010a) and the findings from Ofsted's inspection of schools. Ofsted (2011) judged pupils' behaviour to be good or outstanding in 87% of schools inspected between 1 September 2010 and 31 August 2011. There were some differences between phases; behaviour was judged as good or better in 84% of secondary schools and 90% of primary schools. Unsatisfactory behaviour was found in 2% of secondary schools and no primary schools.

At the level of simple headline statistics, this figure has remained relatively stable, even though there have been changes to the inspection schedule over the years and each annual report is based just on those schools inspected in that particular year. For example, in inspections carried out during 2003/2004 behaviour was found to be good or better in 92% of primary schools and 74% of secondary schools. Unsatisfactory behaviour was found in less than 1% of primary schools and 6% of secondary schools. Ofsted has not been entirely consistent in the presentation of a positive picture. In the 2012/13 Annual Report concerns were raised about the extent of low-level disruption in schools. A report, *Below the Radar: Low-Level Disruption in the Country's Schools* (Ofsted 2014) was later published. The title alone, through its reference to 'the Country's schools' conveyed a global level of concern. The report drew on evidence from the inspections of nearly 3,000 maintained schools and academies conducted between January and early July 2014 and from 28 unannounced inspections of schools where behaviour was previously judged to require improvement. The first page carried the statement:

*The findings from that survey show that teachers, parents and carers are rightly concerned about the frequent loss of learning time through low-level but persistent disruptive behaviour.*

(Ofsted 2014: 1)

The phrasing is interesting as it both presumes a concern and confirms this to be rightful. The report later refers to the surveys that have informed this presumption.

It is important to recognise that the problem of behaviour in English schools – if, indeed there is such a problem – is not a newly discovered one. Though not specifically commissioned to report on behaviour, the Newsom Report (CACE 1963), explaining its motivation for seeking head teachers' views on behaviour, noted:

*Since young people are often under fire these days over matters of behaviour we asked the heads to write to us fully and frankly about*

*general standards of conduct, and about the forms of discipline used in school and, as far as they knew, at home.*

(CACE 1963: 60)

Some head teachers were reportedly *'bitterly angry about the harm done to secondary schools by grossly exaggerated accounts of indiscipline – which often make it difficult to recruit staff'* (CACE 1963: 61). Though head teachers attributed the effect on recruitment to false impressions of standards of behaviour in schools, the notion that behaviour in schools can affect recruitment and retention of teachers has featured in more recent government documents (e.g. DfES 2003a, DfE 2010a).

The Elton Report (DES 1989a) emerged in the wake of media interest in an apparent decline in standards of behaviour in schools (DES 1989a) and perceived increases in violent incidents. The views and recommendations contained within the Elton Report were informed directly by information gathered from teachers and others through the enquiry process. Drawing on this evidence, the report did not shy away from directly commenting on the accuracy of the media portrayal of schools. Whilst not diminishing the significance of physical aggression towards teachers, it stated that such attacks were rare and noted that *'most teachers in our survey were most concerned about the cumulative effects of disruption to their lessons caused by relatively trivial but persistent behaviour'* (DES 1989a: 11). Encouraging realism in expectations regarding behaviour in schools, the report made the two important points that *'Bad behaviour is not a new problem, nor is it confined to England and Wales'* (DES 1989a: 65) and *'Reducing misbehaviour is a realistic aim. Eliminating it completely is not'* (DES 1989a: 65). The Elton Report (DES 1989a) represented an intelligent, comprehensive response regarding discipline in schools.

## **2.2 Government policy and guidance related to behaviour in schools**

This section of the chapter examines government policy and guidance related to behaviour in schools from the Elton Report (DES 1989a) onwards. The Elton Report represents a logical starting point in the consideration of policy makers' perspectives as, published a year after the

Education Reform Act, it falls within what might be considered as the modern era of central government's relationship with schools.

### **2.2.1 The Elton Report and Circular 8/94**

The Elton Report was wide ranging in its coverage, but its significance in the context of this thesis relates to its discussion of the importance of a whole school policy and the approaches it encouraged to promote positive behaviour and maintain classroom discipline.

Taking account of research by Rutter *et al* (1979) and similar work by Mortimore *et al* (1988) looking at primary schools, the Elton Report (DES 1989a) framed pupil behaviour as a school improvement issue. Reflecting themes from Rutter *et al*'s (1979) and Mortimore *et al*'s (1988) research, there was a challenge to the assumption that '*different home backgrounds*' (DES 1989a: 88) could explain differences in the standards of learning and behaviour or in the '*overall school atmosphere*' (DES 1989a: 88). Belief in the influence of whole school approaches to secure positive behaviour has been an enduring theme. The first set of training materials (DfES 2003b) introduced by the Behaviour and Attendance strand of Key Stage 3 National Strategy in 2003 were very much a handbook for auditing and addressing the whole school elements identified by the Elton Report. More recent reports on behaviour (e.g. DfES 2005b, Ofsted 2005) have also reiterated the significant influence of whole school factors.

The Elton Report followed a now well-trodden path regarding the use of rewards and sanctions. It advocated what it termed '*a healthy balance between punishments and rewards*' (DES 1989a: 99). Though this terminology reflected a perspective on behaviour rooted in behaviourism, the Elton Report did not adopt a purely behaviourist approach. It coupled a belief in the power of positive reinforcement through rewards to encourage and maintain good behaviour and sanctions to reduce misbehaviour with an acknowledgement of the central influence of the teacher–pupil relationship, a stressing of the importance of personal and social education and recognition of the pastoral role of teachers and the need for parental involvement. In many ways the Elton Report can be seen as providing the blueprint for the general approaches to behaviour in schools that have been

reiterated in subsequent guidance and form the basis for most schools' current practice. Even the Social and Emotional Aspects of Learning (SEAL) curriculum introduced through the National Strategies (DfES 2005c, 2007a) in more recent years can be seen as descendants of the Elton Report's reference to the affective curriculum.

The Elton Report placed attention on group management skills. These skills were seen as a component of classroom management, along with knowledge of the subject being taught and the ability to plan and deliver a lesson which flowed smoothly and held pupils' attention (DES 1989a). Group management skills, the Elton Report explained, was a shorthand term it used to refer to a range of skills associated with managing groups. Considerable emphasis was placed on the role of initial teacher education and continuous professional development in improving teachers' group and classroom management skills:

*The central problem of disruption could be significantly reduced by helping teachers to become more effective classroom managers. We see the roles of initial and in-service training as crucial to this process. This leads us to make two key recommendations. The first is that all initial teacher training courses should include specific practical training on ways of motivating and managing groups of pupils, and of dealing with those who challenge authority. The second is that similar in-service training should be provided through school based groups. These groups should aim not only to refine classroom management skills, but also develop patterns of mutual support among colleagues.*

(DES 1989a: 12)

In 1994 the DfE published Circular 8/94 *Pupil Behaviour and Discipline* (DfE 1994b). Its specific aim was to help schools to manage behaviour effectively. It sought to:

- Encourage a whole school-approach to behaviour and discipline.
- Help schools to promote respect for others amongst young people.
- Promote firm action against all forms of bullying.

- Reduce the levels of truancy from school.
- Reduce the poor behaviour which can lead to pupils being excluded, either temporarily or permanently.

Circular 8/94 emphasised the themes from the Elton Report relating to the ethos of the school and the core values and principles underpinning practice and stressed the importance of a whole school approach to behaviour and discipline. Like the Elton Report, the Circular emphasised the influence of the teacher's behaviour and of the quality of teaching and learning. It also provided guidance on rewards and sanctions as well as emphasising the need for partnership with parents. Less substantial sections were included covering truancy, bullying, racial harassment, sexual harassment, early intervention and the involvement of external support services.

### **2.2.2 New Labour's discourse on behaviour**

After 18 years of Conservative rule, Tony Blair's Labour government came to power in 1997. Their first Education White Paper, *Excellence in Schools* (DfEE 1997a), made reference to behaviour but it was significantly different in tone to the White Paper (DfE 2010a) produced by the Coalition government thirteen years later. Reference to general behaviour was low key and broadly positive:

*Most schools are well-ordered communities but it is vital, in the interests of all pupils, that standards of behaviour are improved where they are not satisfactory.*

(DfEE 1997a: 55)

There was however a promise of more to follow:

*We will be consulting on detailed new guidance for schools, reflecting the provisions of the Education Act 1997 on school discipline policies and after-school detention, and offering advice on good practice. This will emphasise the need for every school to have a clear behaviour policy which sets out the boundaries of what is acceptable, the hierarchy of sanctions, arrangements for their*



*consistent application, and a linked system of rewards for good behaviour.*

(DfEE 1997a: 55- 56)

More indeed did follow, to the point where the Coalition government was subsequently able to put out a press release (DfE 2011a) reporting that it had cut more than 600 pages of guidance produced by the Labour government down to just 52. This reflected a concern expressed in the Coalition Government's White Paper that there was '*so much guidance in circulation that it is virtually impossible for even the most conscientious head teacher or chair of governors to absorb it all*' (DfE 2010a: 30).

*Excellence in Schools* promised to '*ensure wider knowledge of the benefits which schools have gained from the careful introduction of "assertive discipline"*' (DfEE 1997a: 56). The assertive discipline approach was summarised as involving '*the whole school in a concerted effort to improve and maintain discipline through a clearly understood behaviour framework, emphasising positive encouragement as well as clear sanctions*' (DfEE 1997a: 56). Though an accurate summary, this description is not restricted to Assertive Discipline (Canter and Canter 1992) and it seems remarkable that the government would give its backing to a single, commercial package. The section also included a brief case study of Liverpool LEA's success in encouraging the use of Assertive Discipline in over 50 of its schools.

It is possible to glean from *Excellence in Schools* (DfEE 1997a) that, despite the change of political party, there had been little change in central government's endorsement of the importance of a whole behaviour school policy and a system of rules, rewards and sanctions.

It is likely that the Labour government was more concerned to address issues of social exclusion and this might explain the relatively limited coverage of general behaviour in schools in policy and guidance issued during their first term in office. A lot of attention was given instead to school exclusions, truancy and Local Authority behaviour support plans. Under the previous Conservative administration there had been a steady rise in

exclusions through the 1990s to the point where, with around 13,000 permanent exclusions in 1996/97, the level had '*become educationally and socially significant and costly*' (Parsons 1999: 23).

The Labour government's priorities at this time appeared to be primarily tackling the problem of those children and young people who, either through school exclusion or truancy, were outside the school system, rather than contributing anything significantly different to the guidance offered on school discipline and pupil behaviour through the Elton Report and Circular 9/94. The government's social inclusion priorities were demonstrated through the use of the phrase in the subsequent publication *Social Inclusion: Pupil Support* (DfEE 1999). Though it outlined exclusion procedures, the tenet of the document was that schools should do everything possible to avoid exclusion and as such it can be seen as an attempt to address the rise in exclusions through the nineties.

### **2.2.3 National Strategy materials on behaviour and attendance**

The language of excellence reflected in the titles of the White Paper (DfEE 1997a) and a Green Paper on special educational needs (DfEE 1997b) issued by the Labour government reflected a commitment to raising educational standards. Tomlinson (2005) has highlighted the confrontational style of the first section of *Excellence in Schools*. It contains the threat of '*unrelenting pressure on schools and teachers for improvement*', (DfEE 1997a: 11) and includes references to the eradication of '*persistent failure*' by schools and '*zero tolerance*' (DfEE 1997a: 12) towards underperformance by schools and local authorities.

One measure to raise standards was the introduction initially of the National Literacy and Numeracy Strategies for primary schools (later to become the Primary National Strategy), and then the Key Stage 3 National Strategy. The Behaviour and Attendance strand of the Key Stage 3 National Strategy was introduced in 2003, after all the subject strands were in place. Its introduction coincided with a new emphasis on promoting the Key Stage 3 National Strategy as six strands but one strategy (Ellis and Tod 2009). This ensured that the Behaviour and Attendance materials maintained some connection with the teaching and learning priorities of the rest of the KS3

National Strategy documents. The rationale for this strand, expressed in briefing materials for Local Authority officers, made clear the government's perspective on behaviour. This document stated:

- *Raising standards is heavily dependent on staff recruitment and retention.*
- *Recruitment and retention is influenced by standards of behaviour.*
- *Support and training for improving standards of behaviour in schools is in great demand by both staff and pupils.*
- *Standards of behaviour are unsatisfactory in 1 in 12 secondary schools.*
- *Levels of unauthorised absence remain unchanged, with a clear link between poor attendance and poor attainment.*
- *Pupils frequently report that disruptive behaviour prevents higher attainment in class.*
- *School managers are too frequently preoccupied with dealing with poor behaviour and are unable to focus on longer-term school improvement issues.*
- *Pupils who are most at risk of poor behaviour and irregular attendance need to be supported to engage in all aspects of school life.*

(DfES 2003a: 4)

In understanding the government's stance on behaviour at this point, it is interesting to reflect on how few of the bullet points relate to the learning of the individual concerned and how many relate to the needs of others. Behaviour is presented as impeding the core business of school improvement and the raising of standards and implies an underlying view that if this could be dealt with then the focus could return to core business

once again. The theme of the effects of behaviour on recruitment and retention has been raised again in the Coalition government's Education White Paper (DfE 2010a).

The content of the Core Day 1 Behaviour and Attendance materials (DfES 2003b) provided schools with materials to lead training in relation to behaviour and an audit (DfES 2003c) to enable them to evaluate the whole school behaviour policy and develop an action plan based on the outcome. The audit was a dominant element within the Core Day 1 materials. It was based on the principle of conducting an initial audit of ten areas that allowed the school to identify priorities to investigate using the in depth audit booklets. From this in depth auditing the school would then develop an action plan. The ten areas were:

- Leadership and management
- Every day policies: rewards, sanctions and the promotion of positive behaviour
- Dealing with consistently poor behaviour
- Bullying
- Pupil support systems
- Classroom behaviour
- Out of class behaviour
- Curriculum
- Attendance
- Links with partners and other agencies

The broad range of areas covered was indicative of the government's view on the aspects of school activity that impact on behaviour and was effectively an endorsement of the Elton Report's views regarding the importance of a whole school approach. The list of areas echoes the Elton Report's view that the behaviour of pupils can be influenced by all the major features and processes of a school (DES 1989a). Starting at whole school level was perhaps also an indicator of a government belief about both where the problems lay in secondary schools and the route to addressing these. Throughout the audit and the Core Day 1 materials as a whole there was a strong focus on changes at a policy level that would

impact on the Elton Report's '*low level disruption*' (DES 1989a: 67), rather than guidance on how to deal with the most challenging incidents.

The final section of the Core Day 1 materials was entitled 'Effective Classroom Management'. The practical list of strategies reflected the work of Australian writer and educational consultant, Bill Rogers (e.g. 1997, 2002). Rogers work fully endorses the importance of a whole school approach (e.g. Rogers 1995) and the importance of systems but the central focus is on teacher language when addressing misbehaviour. Though prepared to provide practical guidance on what to do when a pupil misbehaves, this section of the Core Day 1 materials emphasised the importance of effective teaching to improve behaviour and attendance, reflecting the overall priorities of the National Strategies. The phrase *behaviour for learning* was also coined to describe a series of desirable behaviours related to positive interactions between staff and pupils, sensible use of resources, appropriate use of language, acceptance of new challenges and the ability to work independently. Quite why the DfES chose the phrase *behaviour for learning* at this point is unclear. Powell and Tod's (2004) EPPI-Centre review, commissioned by the Teacher Training Agency (TTA) was published in 2004 and used this phrase (see Chapter 4 pg 110). It is conceivable that there was government awareness of the use of this term from dialogue between the TTA and the research team during the pre-publication process. Whatever the origins, it represented a significant development in shifting the focus on to the promotion of identified behaviours necessary for learning.

The Core Day 2 (DfES 2004a) materials revisited the identical list of Rogers inspired strategies, this time housed within a section on 'Developing staff skills to support behaviour'. Their reiteration would suggest that the DfES saw some value in this focus on teacher language. Their inclusion reinforced messages that teachers should employ strategies to manage the behaviour before resorting to the imposition of sanctions. Expanding further on the use of teacher language, the DfES suggested that '*most interventions should take the form of positive actions that fit somewhere on a continuum from positive reinforcement through to positive correction*' (DfES 2004a: 54). The suggestion was that '*staff should aim for a*

*proportion of intervention equivalent to five positive types of reinforcement used for every one corrective action'* (DfES 2004a: 54). This, of course, reflected the Elton Report's emphasis on establishing a positive ethos. The attempt to apply a ratio (5:1) perhaps needs to be questioned as it does not take account of factors such as whether the pupil attaches significance to the approval of the person providing positive reinforcement and how they interpret and experience the positive reinforcement provided. Nevertheless, it helped to reinforce the view that the emphasis needed to be on the positive if schools were to address the Elton Report's concern that *'in some schools a pupil can only get attention in one or other of two ways - by working well or behaving badly'* (DES 1989a: 99).

The Core Day 2 materials also tackled the issue of personal and professional characteristics that contribute to positive relationships with pupils. This was an important reminder that successful classroom management could not just be reduced to a set of techniques for positive reinforcement and positive correction.

The Behaviour and Attendance strand of the Primary National Strategy was launched through a pilot involving 25 Local Authorities and lasting from 2003-05 (Hallam *et al* 2006). The pilot had four strands: a Continuing Professional Development (CPD) strand, a school improvement strand, a Social and Emotional Aspects of Learning (SEAL) strand, and a small group strand. The range of strands revealed the government's views on tackling behaviour in primary schools. The CPD and school improvement strands had a similar focus to their Key Stage 3 National Strategy counterparts. Though in a different form to the Key Stage 3 version, the school improvement strand was based on a behaviour and attendance audit intended to enable schools to identify their own good practice and those areas which warranted further attention. Within the pilot, additional funding was provided within the CPD strand to allow school-based 'leading teachers' to work with colleagues observing their practice and to provide supply cover for all schools to send a representative to termly cluster/network professional development meetings. At these meetings Primary National Strategy materials were shared that could be used to lead professional development activities in school. The meetings were led by

Local Authority staff, including educational psychologists and members of the behaviour support service (Hallam *et al* 2006). More important in examining the general trajectory of government thinking in relation to behaviour in schools than the specifics of the CPD strand, was the model employed. As with the Key Stage 3 Behaviour and Attendance materials, there was a clear view that schools could and should take responsibility for change. The DfES produced the materials – in copious quantities as the National Strategies rolled on – but the model of delivery for both the Key Stage 3 and the Primary National Strategy was dissemination by local consultants to school representatives who would lead on developments in their own school. Considerable faith was placed by the DfES in the capacity of schools to bring about sustainable change through their own actions, albeit informed by centrally produced materials.

The SEAL materials were a dominant feature of the behaviour and attendance strand of the Primary National Strategy. Their prominence was assured by their format of a large plasticised box with a carry handle that contained the materials. Clearly at this point, the government had engaged with the field of emotional intelligence, popularised by Goleman (1995, 1998). The Primary SEAL materials included staff development activities, curriculum materials for Reception through to Year 6, materials for small groups and materials for work with parents. A revised box of materials was produced when the primary behaviour and attendance strand was rolled out nationally to all schools.

Though SEAL was a dominant element within the Primary National Strategy since the original behaviour and attendance pilot materials were launched, it was not until 2007 that secondary SEAL materials (DfES 2007a) were launched through the Secondary National Strategy (formerly Key Stage 3 National Strategy). The fourth set of Core Day training materials (DfES 2005c) within the KS3 National Strategy Behaviour and Attendance strand had previously emphasised the importance of whole school approaches to the development of pupils' emotional health and wellbeing. The Core Day 4 pack included a short guidance document for senior leaders and a 68 page book of training materials. This was packaged with *Promoting Emotional Health and Wellbeing through the*

*National Healthy Schools Standards* (DoH/DfES 2004) which was already available to schools. Its inclusion here helped to connect strands of policy and conveyed an important message that emotional health and wellbeing was not just linked to behaviour and attendance issues and should be a concern for all schools.

The secondary SEAL materials differed significantly from their primary counterparts. The Primary SEAL materials had taken the form of a comprehensive package of resource materials structured around seven repeating themes to be covered each academic year. At secondary level materials were only initially produced for Year 7, designed to build on the approaches and themes of Primary SEAL. The guidance booklet (DfES 2007a) simply encouraged schools to consider how these could be extended into years 8 and 9. Materials were subsequently produced for years 8 and 9 based around three themes:

- Learning to be Together, focusing on social skills and empathy.
- Keep on Learning, focusing on self-awareness and motivation.
- Learning about Me, focusing on managing feelings.

The Year 7 materials also included an introductory theme designed for use as part of a school's programme to support pupils through the process of transfer from primary to secondary education.

In terms of the development of central government thinking, the emphasis placed on emotional health and wellbeing (e.g. DoH/DfES 2004) and the social and emotional aspects of learning was indicative of the adoption of a more psychological perspective on behaviour. The emphasis, therefore, was not simply on controlling misbehaviour or reinforcing positive behaviour but on *teaching* social, emotional and behavioural skills. The recognition that learning involved not only cognitive but also social and emotional aspects reflected the holistic priorities of *Every Child Matters* (Treasury Office 2003, DfES 2004b), and in particular its focus on emotional health and wellbeing. Such a policy direction was not without its critics. Ecclestone and Hayes (2009) have argued that too much emphasis has been placed on 'therapeutic education', which they define as any activity



focusing ‘on perceived emotional problems and which aims to make educational content and learning processes more “emotionally engaging”’ (Ecclestone and Hayes 2009: x) Their perception and concern was that emotional competence, emotional literacy and wellbeing were increasingly being seen as the most important outcomes of education.

With the demise of the National Strategies and a Coalition government that is emphasising the importance of a National Curriculum that outlines ‘a core of knowledge in the traditional subject disciplines’ (DfE 2010a: 42), the future of SEAL as a curriculum resource is unclear. Certainly there is no reason to anticipate that more resource materials will be produced by central government and it may be up to schools to develop their own SEAL curriculum according to local need, taking the original materials as a starting point.

#### **2.2.4 The Steer Report**

During its first term in office the Labour government had focused primarily on tackling the bigger issues of social exclusion through revisions to exclusion guidance and a number of high profile targeted projects such as the Excellence Action Zones (later Excellence Clusters), the Excellence in Cities initiatives and the Behaviour Improvement Programme (BIP). At this stage the government seemed content to trust that proposals in *Excellence in Schools* (DfEE 1997a) related to improving home/school links and the quality of teaching would make a major contribution to tackling behaviour more generally in schools. The non statutory National Strategy Behaviour and Attendance materials were available for schools to take direct action themselves to improve behaviour. Such an approach was significantly different to that adopted in Labour’s second and third terms in office, and by the Coalition government subsequently, that has involved more direct central government interest in addressing apparent discipline problems in schools. A significant driver for the Labour government’s shift may have been growing media interest in this topic. In the 2004 – 2005 period there was a flurry of media interest in behaviour in schools. As noted in Chapter 1, the Daily Mirror, Daily Mail and the Times had all featured stories depicting problems in English schools. A further high profile example of the media interest in behaviour at this time was provided by Channel 4’s

documentary *Undercover Teacher* screened in July 2005. In the documentary a science teacher with two years teaching experience carried out undercover filming in three secondary schools in London and Leeds. In setting these media concerns in context, it is interesting to note that, whilst not a cause for complacency, particularly at secondary level, evidence from Ofsted inspections conducted in 2003/2004 did not indicate a national picture of classroom chaos. The data gathered showed that *'behaviour was good or better in 90% of primary schools, 68% of secondary schools and 80% of special schools and PRUS'* (Ofsted 2005: 3). As noted previously, subsequent Ofsted reports (e.g. Ofsted 2011) have shown improvements on these figures.

The Steer Report, *Learning Behaviour: The Report of the Practitioners' Group on School Behaviour and Discipline* (DfES 2005b), sought to review the current situation in schools and make recommendations for the way forward. The Practitioners' group had a remit to *'advise on how good practice found in so many schools can be spread and embedded to the benefit of others'* (DfES 2005b: 6) and *'consider whether anything further needed to be done by policy makers to assist teachers and schools in their task, and what more might be done to engage parents' support'* (DfES 2005a: 6).

In responding to this remit, the Practitioners' group came up with some 147 recommendations. The findings of the Steer Report were incorporated into the subsequent White Paper *Higher Standards, Better Schools for All* (DfES 2005a). In section 2 entitled *Principles and practice: What Works in Schools?* the Steer Report outlined ten aspects of school practice that, when effective, contribute to the quality of pupil behaviour. These were:

- A consistent approach to behaviour management, teaching and learning; school leadership;
- Classroom management, learning and teaching;
- Rewards and sanctions;
- Behaviour strategies and the teaching of good behaviour;
- Staff development and support;
- Pupil support systems;

- liaison with parents and other agencies;
- managing pupil transitions; and
- organisation and facilities.

The majority of these areas not only reflected the content of KS3 Behaviour and Attendance audit but are also identifiable in the Elton Report, produced 16 years earlier. The Steer Report openly acknowledged the point that the overall principles of good practice were well established. This perhaps further reinforces the view that there is little new to discover about the management of pupil behaviour as the key principles have been known for a long time. The Steer Report succeeded in updating the language of these key principles and arguably made the link between behaviour and teaching and learning more prominent than earlier documents, reflecting the work of the National Strategies on broadening and strengthening pedagogy.

#### **2.2.5 Education and Inspections Act 2006**

The Education and Inspections Act 2006 introduced, for the first time, a statutory power for teachers and certain other school staff to discipline pupils. This addressed concerns raised in the Elton Report (DES 1989a) and subsequently in the Steer Report (DfES 2005b) about teachers' legal authority continuing to be based on the principle of *in loco parentis*. The *in loco parentis* principle gave teachers the same authority over their pupils as parents have over their children. As the Elton Report (DES 1989a) had noted, many of the legal judgements which supported it were very old – predating the introduction of compulsory education and including one judgement from as far back as 1865 (DfES 2005b). *In loco parentis* originally embodied the nineteenth century common law principle that a teacher's authority was delegated by a parent so far as it was necessary for the welfare of the child. The case law was brought more up-to-date in the 1950s and early 1960s (NUT 2003).

#### **2.2.6 School Discipline and Pupil Behaviour Policies (DfES 2007 /DCSF 2009)**

The provisions of the Education and Inspection Act 2006 were set out in the guidance document *School Discipline and Pupil Behaviour Policies* (DfES

2007b). This was repackaged (DCSF 2009) two years later with the cartoon style cover that by this time graced most DCSF guidance.

The document covered the statutory power to discipline introduced in the Act as well as including a range of other guidance that aimed to help schools understand their overall legal powers and duties with regard to establishing a school behaviour policy and disciplining pupils. It provided general advice on good practice regarding rules, rewards and sanctions as well as more specific, detailed advice on certain key sanctions such as the use of detentions and the confiscation of pupils' property. A distinguishing feature of this document was the level of detail regarding day-to-day school practices, which was in marked contrast to the Labour government's offerings in their first term of office.

A significant development in the 2007 guidance was the emphasis placed on Rights and Responsibilities. In itself this was not new. For example, writers such as Hook and Vass (2002) and Rogers (1990, 2002) have referred to rights and responsibilities in their work. However the inclusion of this terminology in an official guidance document on school behaviour and discipline policies demonstrated a clear belief that:

*Effective approaches to discipline are characterised by a healthy balance between the rights and responsibilities of staff and pupils based on mutual respect.*

(DfES 2007b: 63)

Returning to a theme that had been present in Labour Government educational policy since emphasis in *Excellence in Schools* (DfEE 1997a) on home-school contracts, the responsibilities listed also extended to those of parents.

The section of the guidance covering *Promoting and Rewarding Good Behaviour* offered little that was new. It primarily took the form of encouragement to schools to recognise and acknowledge positive behaviour as '*It has long been established that rewards are more effective than punishment in motivating pupils*' (DfES 2007b: 29).

Much of this section was simply re-affirming previous messages from guidance regarding the use of praise and rewards. Unusually for a guidance document however, it ventured beyond this simple recommendation to consider some of the more complicated operational details. For example, the document made the point that there was a need to monitor the distribution of rewards. This was discussed at two levels. The first was simply just ensuring that it was not always the same pupils who received rewards. The recommendation was to *'pay attention to those who have previously been associated with poor behaviour or who have been less likely to meet standards so that it is not always the same ('good') pupils who receive praise and rewards'* (DfES 2007b: 30) and to strike *'the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour'* (DfES 2007b: 30). The second level dealt with the issue of possible bias in the distribution of rewards. Schools were encouraged to *'monitor any emerging patterns – revealed through, for example, an annual behaviour audit or a routine recording system – in relation to age, ethnicity, gender, special educational needs, disability etc. and take appropriate action to avoid bias'* (DfES 2007b: 30).

The section of the guidance dealing with *The Use of Sanctions* was more comprehensive than the preceding section on promoting and rewarding good behaviour. Again, it is difficult to find anything significantly different to the enduring overall message that schools need a healthy balance between rewards and sanctions. Stylistically however, there was a difference compared to earlier guidance. The set of key principles listed that should underpin the use of sanctions very much characterised the overall style of the document. It mixed the familiar approach of stating what schools should do with an unprecedented level of detail on *how*. This could be interpreted as a helpful level of exemplification or overly prescriptive. Running to a total of 63 pages, the 2009 edition of the guidance was a considerable contribution to the more than 600 pages of guidance the Coalition government was able to report proudly (DfE 2011a) that it had cut within a year of coming to power.

The Elton Report (DES 1989a) and Circular 8/94 (DfE 1994b) were produced prior to government commitment to a policy of inclusion (DfEE 1997b). Reflecting this development, the DfES (2007b) guidance, whilst reiterating the enduring messages regarding whole school policies and consistent use of rewards and sanctions, also included a section on taking account of individual needs. This section focussed primarily on pupils with Special Educational Needs or disabilities but also referred to other groups defined by Ofsted (2000) as 'at risk' within the education system.

The document included a range of short scenarios related to individual differences that described an approach employed by a school and then offered an alternative, preferable response. The section mixed scenarios where the better practice proposed was simply desirable in the interests of being sensitive to individual differences with those where the existing practice risked contravening legislative requirements and could result in the school's actions being subject to challenge on grounds of discrimination (DfES 2007b).

Though *consistency* is often regarded as a watch word in relation to behaviour management it was clear from the guidance that this could not be interpreted as responding in the same way to every pupil. Effectively the guidance (DfES 2007b) required schools to differentiate in their responses to behaviour. This poses a particular challenge to any schools that operate policies based on a standard disciplinary response to certain offences (Stobbs 2012).

In another unusual but ultimately useful awareness raising section, *School Discipline and Pupil Behaviour Policies* (DfES 2007b) branched out into consideration of why some pupils behave in the way that they do. It posited and then expanded upon three types of pupil:

- Pupils who do not have the necessary understanding or skills.
- Pupils who can behave but choose not to.
- Pupils who have the necessary skills but are experiencing trauma.

Each of these was discussed along with suggestions of how schools should respond. The DfES (2007b) effectively highlighted a distinction between the 'skill' and 'will' dimensions (Ellis and Tod 2009), based on recognition that tackling the 'will' to behave may require a different approach to tackling the 'skill' to behave. Despite the future criticisms by the Coalition government regarding the sheer quantity of guidance on behaviour, by including this unusual section, the Labour government was demonstrating an awareness that the standard combination of whole school policy, rules, rewards and sanctions would not work for all pupils. Though not framing it as such, *School Discipline and Pupil Behaviour Policies* can be interpreted as implicitly underpinned by a form of the waves model that had featured in a number of National Strategy documents (e.g. DfES 2002, 2005c, 2005d, DfES 2007a). *School Discipline and Pupil Behaviour Policies* offered recognition that there are certain approaches that will be effective for the vast majority of pupils in the form of a framework of rules, rewards and sanctions but for some groups and individuals an additional or different approach may be necessary.

### **2.2.7 The Importance of Teaching: The Schools White Paper 2010**

*The Importance of Teaching* was published in November 2010, 6 months after the Coalition government took office. It made significant mention of behaviour and gave an indication of the new government's perspective on this issue but, in keeping with the nature of a white paper, operational detail was not clear. The language adopted the tone of getting tough on a problem that was perceived to be in need of solving through government action:

*The greatest concern voiced by new teachers and a very common reason experienced teachers cite for leaving the profession is poor pupil behaviour. We know that a minority of pupils can cause serious disruption in the classroom. The number of serious physical assaults on teachers has risen. And poorly disciplined children cause misery for other pupils by bullying them and disrupting learning. It is vital that we restore the authority of teachers and head teachers. And it is crucial that we protect them from false allegations of excessive use of force or inappropriate contact. Unless we act*

*more good people will leave the profession – without good discipline teachers cannot teach and pupils cannot learn.*

(DfE 2010a: 9 -10)

The core proposals were to:

- *Increase the authority of teachers to discipline pupils by strengthening their powers to search pupils, issue same day detentions and use reasonable force where necessary.*
- *Strengthen head teachers' authority to maintain discipline beyond the school gates, improve exclusion processes and empower head teachers to take a strong stand against bullying, especially racist, homophobic and other prejudice-based bullying.*
- *Change the current system of independent appeals panels for exclusions, so that they take less time and head teachers no longer have to worry that a pupil will be reinstated when the young person concerned has committed a serious offence.*
- *Trial a new approach to exclusions where schools have new responsibilities for the ongoing education and care of excluded children.*
- *Improve the quality of alternative provision, encouraging new providers to set up alternative provision Free Schools.*
- *Protect teachers from malicious allegations – speeding up investigations and legislating to grant teachers anonymity when accused by pupils.*
- *Focus Ofsted inspection more strongly on behaviour and safety, including bullying, as one of four key areas of inspections.*

(DfE 2010a: 10)



Some of these points, such as the reference to increasing teachers' authority to use reasonable force and the use of exclusion were familiar themes from the preceding Labour government. Arguably issues such as these will always have to take account of the rights of schools and the rights of pupils. Though the White Paper implied a look at this in terms of balance, it is perhaps unrealistic to expect such a major shift in balance that there will be a significant change in the reality experienced by pupils and teachers at an operational level. Significantly, the Labour government's practitioner of choice on behaviour matters, Sir Alan Steer, had previously commented that schools and teachers do not need more powers, as they already have '*a broader range of powers than ever before to prevent and tackle misbehaviour*' (Steer 2009: 8) but rather a greater awareness and understanding of what these are.

#### **2.2.8 Behaviour and Discipline in Schools: Advice for Headteachers and School Staff (DfE 2013a, 2014a)**

The Coalition government guidance on behaviour and discipline in schools is a considerably slimmer document than its predecessor *School Discipline and Pupil Behaviour Policies* (DFES 2007b, DCSF 2009). It primarily concerns itself with the law, providing '*an overview of the powers and duties for school staff*' (DfE 2013a: 3) and leaves individual schools '*to develop their own best practice for managing behaviour in their school*' (DfE 2013a: 3). In contrast to the extensive guidance provided under the previous government on developing a behaviour policy, the advice on this topic primarily comprised of a re-statement of the ten key aspects of school practice identified within the Steer Report (DfES 2005) that, '*when effective, contribute to improving the quality of pupil behaviour*' (DfE 2013a: 5)

The 2013 document was updated (DfE 2014a) and launched in the immediate wake of press coverage (e.g. The Guardian, 2014) of Secretary of State Michael Gove's wish for a return to 'traditional' punishments for school misbehaviour. Many items on the list of suggested sanctions reflected a range that schools have been accustomed to using for some time and had also featured in the Labour government's guidance (DCSF 2009). Of particular note are those that were given greatest prominence in

the reporting of the apparent return to 'traditional' punishments, namely litter-picking, running around the field and writing lines.

## **2.9 Summary**

The true extent to which pupil behaviour and classroom climate are issues within British schools is difficult to gauge. As this chapter has indicated, there is a popular perception that it is problematic. The media undoubtedly exerts an influence over this perception but, arguably, policy makers, in responding to the public concern fuelled by the media portrayal with promises of action, play a reinforcing role. Quite simply, if there was not a problem, why would they be proposing action? The Coalition government in particular has presented through its White Paper a view of a more widespread problem than some of the data (e.g. NFER 2008, NASUWT 2010) it draws on to support its expressed concerns would suggest. Consistently Ofsted's annual reports present a relatively positive picture of standards of behaviour nationally, though more recently, in the Annual Report 2012/13 and the subsequent publication *Below the Radar: Low-Level Disruption in the Country's Schools* (Ofsted 2014), concerns have been expressed.

The implication for beginning teachers is that they are entering a profession where there is an official discourse that conceives of, and represents, behaviour in schools as a national problem. The media has also placed pupil behaviour in schools in the public domain, meaning that it is a topic about which many people, not just educational professionals, hold a view. It is likely that a beginning teacher will be exposed to the views of family, friends and others, as well as the media messages. Such exposure is likely to begin even before enrolling on a teacher training programme. They are likely, therefore, to bring to their training, preconceptions, concerns and perceptions related to behaviour that will influence not only their expectations regarding the behaviour they will encounter, but also the value and credence they attach to any input they receive and what they view as significant within any learning experience (Darling-Hammond *et al* 2005).

Though, as the consideration of policy and guidance within this chapter has demonstrated, there are some recognisable enduring good practice principles, there have been changes in emphasis. An example would be the focus in the National Strategies on the social and emotional aspects of learning (DfES 2005c, 2007a), in contrast to the Coalition government's attempt to 'crack' the perceived problem of behaviour in schools through an emphasis on 'discipline' and 'authority' (e.g. DfE 2014a). It would be possible to take other examples, such as the adoption of the phrase *behaviour for learning* in some National Strategy documents (e.g. DfES 2003b) that carried an increased expectation that the teacher was seeking to promote learning, not simply control behaviour. The implication of these changes in emphasis is that the expectations of a variety of stakeholders (e.g. training providers, schools and trainees) regarding what represents 'good' training in relation to pupil behaviour may change according to the particular perspective on behaviour that is in the ascendancy at any given time. However, the degree of consistency regarding the *general* principles of good practice offers an opportunity, as explored in more depth in Chapter 4, to begin to identify what represents the knowledge and skills base in relation to pupil behaviour. A belief in the importance of whole school approaches to behaviour has been an enduring feature of policy and guidance from the Elton Report (DES 1989a) onwards. There is also a presumption that a framework of rules, rewards and sanctions is a necessary element and a number of pieces of guidance referred to within this chapter have offered advice on these. Regular acknowledgment is also made of the influence of the curriculum and the quality of teaching on pupil behaviour as well as the importance of teacher-pupil relationships. The SEAL curriculum (DfES 2005c, DfES 2007a) represented a significant development in encouraging schools to look in a systematic way at how social, emotional and behavioural skills can be developed rather than assuming that these would simply be 'caught' by virtue of being within a school environment.

The major issue for policy-makers from all political parties is that national behaviour policy and guidance can only realistically hope to put forward measures that are likely to be effective for the majority of pupils. As the Steer Report (DfES 2005b) noted, and has been re-iterated in this chapter,

many of the features of good practice are well known. There is also regular reassurance that *'the great majority of children and young people enjoy learning, work hard and behave well'* Ofsted 2005: 3). It is salient to recall that the Elton Report (DES 1989a) warned that there was no single, dramatic step that government could take to transform the situation in schools and the Steer Report (DFES 2005b) stated that there was no single solution to the problem of poor behaviour. Against this background it is probably reasonable to assume that, despite the White Paper's (DfE 2010a) promises, there is little new to discover at the level of general principles; changes are likely only to be in the form of procedural alterations.

The concern regarding behaviour in schools outlined in this chapter represents one strand of an overall discourse on teacher training and behaviour. As Chapter 1 outlined, it is a discourse that is also shaped by a view that the *'greatest fear trainee teachers have is that they won't be able to manage behaviour'* (DfE 2012: np) and a concern that initial teacher training does not suitably prepare teachers for this aspect of their role (DfE 2010a, DfE 2012a). The next chapter considers developments in initial teacher training and the extent to which coverage of behaviour represents an area of weakness.



## Chapter 3 Professional Standards, initial teacher training and behaviour

### 3.0 Introduction

The previous chapter outlined policy makers' perspectives on behaviour in schools and examined some of the key policy and guidance documents that have sought to influence this area of practice within English schools. Training in relation to managing behaviour is often seen as the solution to both the concern reportedly experienced by teachers and the apparent problem of behaviour in schools. The Coalition government has produced guidance intended to strengthen teacher training in relation to pupil behaviour. An implication of the document's title, *Improving Teacher Training for Behaviour* (TA 2012a), is that there is scope for improvement. Few providers would be complacent about their practice and most would probably accept the need for its continual development, but placing the term 'improvement' within the title of a national document arguably carried the implication that there were general weaknesses to be addressed. The press release accompanying the launch of this guidance suggested this view with Charlie Taylor, the government's former expert advisor on behaviour, commenting:

*There are some cases where trainees receive little more than a single lecture and limited support from a tutor if things start to go wrong. Some providers are not always aware of what is good training on behaviour and this means they continue to train inadequately.*

(DfE 2012a: np).

As outlined within Chapter 1, an apparent deficit in the coverage of behaviour during initial teacher training, in terms of either quality or quantity or both, represents an influencing strand within the overall discourse on teachers, training and behaviour. It is a discourse that is effectively constructed based on behaviour in schools as problematic, teachers being, and *feeling*, insufficiently well equipped to deal with this and initial training representing less than adequate preparation. How early career teachers feel about their level of preparedness is reflected in Charlie Taylor's

assertion that '*The greatest fear trainee teachers have is that they won't be able to manage behaviour*' (DfE 2012a: np). Data from NFER surveys (e.g. NFER 2008, 2012) has served to reinforce a view that training in managing pupil behaviour received during initial teacher training was an area of weakness. The annual NQT survey is also sometimes (e.g. Isaac 2004) used to illustrate this issue, though as this chapter explores, whether or not the data indicates inadequate preparation depends on interpretation.

The preparation of teachers in relation to behaviour in schools needs to be understood within the context of broader changes in educational policy and associated developments in teacher training. As this chapter explores, over many years there has been increased government prescription regarding the content and structure of initial teacher training and a steady increase in the proportion of their training trainees are expected to spend learning through time in school. Such developments convey powerful messages about what represents appropriate preparation and the forms of learning that may be perceived as most valuable. This chapter begins with a consideration of these broader changes and the implications of these for the conceptualisation of teacher professionalism before examining the development of the professional standards in relation to pupil behaviour.

### **3.1 Locating teacher training within broader changes in education policy**

Furlong *et al* (2000) argue that through the 1980s teacher education transformed from a policy area that was '*something of a backwater*' (Furlong *et al* (2000:1) to '*a key issue in government educational policy*' (Furlong *et al* (2000: 2). This change occurred in the context of increased central government control over education generally that can be traced back to Conservative Minister of Education, David Eccles' '*sally into the secret garden of the curriculum*' (Chitty 1990: 5) in 1960. Though Tomlinson (2005) highlights 1980 as a starting point for an intense and continuing period of central government involvement in education, this flurry of activity had its origins in 1970s under a Labour administration in the wake of prime minister Jim Callaghan's (1976) Ruskin College speech that launched the so called Great Debate (Morley and Rassool 1999). The changing nature and intensity of central government involvement in

education is illustrated by Tomlinson's (2005) observation that when Finch (1984) considered education as social policy in the period from 1944 to 1979, major events could be summarised in a table containing only three Education Acts. During the twenty-five year period from 1980 to 2005 some 34 Education Acts were passed, '*with hundreds of accompanying circulars, regulations and statutory instruments*' (Tomlinson 2005: 8).

### **3.1.2 The Conservative Government 1979 – 1997**

The Conservative government's first two terms of office can be viewed as a slow, but inevitable journey towards the Education Reform Act (1988) early in their third term which put in place the legislation for the National Curriculum that was introduced in 1989. The incoming Conservative government of 1979 was also slow to develop any significant policies on initial teacher education (Furlong *et al* 2000). There were no significant moves until their second term of office. Furlong *et al* (2000: 1) argue that up until the beginning of the 1980s '*the content and structure of teacher education and training courses in England and Wales was principally a matter for universities and colleges themselves*'. Commenting on the state of teacher education at that time, Lawlor (1990: 9) asserted '*it was clear that courses in teacher training had become too bound up in theory; with too little emphasis on the subjects to be taught or on the practical activity of classroom teaching*'. For the Conservative government to realise the type of education system it envisaged and address the perceived issues with the current one, changes to teacher education were to be expected. As Wilkin (1996: 135) notes, '*Education, including initial teacher education, is a particularly attractive target for government intervention because it appears to provide opportunities to influence the attitudes and beliefs of future generations, and because the education system makes a vital contribution to economic growth and development.*'

Significantly in 1981, the DES stated in the document *The School Curriculum* that the '*The school curriculum is at the heart of education*' (DES 1981). This was in clear contrast to the Plowden Report's view that '*At the heart of the educational process lies the child.*' (CACE 1967: 7). Though arguably this is not a simple 'either...or' distinction, the choice of wording is indicative of a rejection of Plowden and an endorsement of a



new philosophy. *The School Curriculum* (DES 1981) was one of a series of official documents (DES 1980, HMI 1981) produced during the Conservative government's first term in office supporting the principle of a common curriculum, though with some notable differences in the form this might take (Tomlinson 2005).

In 1983 the Government issued the White Paper *Teaching Quality* (DES 1983) in which they expressed a commitment to establishing criteria against which all future proposed teacher training courses would be assessed and all existing courses would be reviewed. The White Paper also placed considerable emphasis on partnership between initial teacher training institutions and schools. However, it is important to recognise that a number of institutions were already developing innovative collaborative models of working and these were widely reported within the professional literature during the 1980s (Furlong 1996).

In 1984, Circular 3/84 (DES 1984) established the Council for the Accreditation of Teacher Education (CATE) to oversee initial teacher education in England and Wales on behalf of the Secretary of State (Furlong *et al* 2000). Unless courses were approved by CATE they did not carry qualified teacher status. In order to be approved, courses needed to have been recently inspected by HMI and to comply with criteria established by the Secretary of State (Lawton 2005). The criteria set out in Circular 3/84 covered the qualifications and experience of college and university lecturers responsible for pedagogy, the involvement of teachers in the process of interviewing students and the minimum amounts of time devoted to subject studies and method, as well as education and professional studies. Additionally, and for the first time, the Circular also stipulated the amount of time students had to spend in schools during their training (Furlong *et al* 2000, Lawton 2005). Significantly, Circular 3/84 (DES,1984) made partnership between the training providers and schools mandatory. However, by the 1980s the professional literature was already characterised by '*the almost total dominance of the ... collaborative model*' (Furlong *et al* 1996: 48) of Initial Teacher Training and it was an approach

being implemented by *'pioneering courses such as those offered by the Universities of Sussex, Leicester, Oxford and Cambridge in England'* (Brooks 2006: 379).

Lawton (2005) is critical of the changes arguing that the practice that developed from the CATE criteria essentially represented a training model rather than an educational model. The CATE criteria, Lawton (2005: 112) suggests *'were transformed into narrow objectives or 'competencies' more suitable for plumbers than for teachers whose classroom behaviour had to be sensitive and flexible'*. Lawton (2005) argues that CATE's replacement, the Teacher Training Agency (TTA), through its title, further reinforced a focus on training rather than education. Adopting a more positive view of Circular 3/84, Wilkin (1996: 150) suggests, *'It is difficult to find much here that is likely to be unacceptable to the teacher training community and in general the proposals in this section of the Circular set reasonable and attainable standards for practice.'* However, Wilkin also comments that the approach of *'ensuring what is promoted is so close to existing practice is sound ideological technique'* (1996: 150). This, she argues, is a way in which a government can demonstrate that it *'understands the nature of training and thus it is legitimate for it to speak on behalf of the profession'* (Wilkin 1996: 150). Wilkin may be right in her appraisal; though the content of Circular 3/84 may not be particularly contentious, in establishing the mechanism of increased central government control through the establishment of CATE it *'was of fundamental and lasting significance for the rebuilding of a national system of initial teacher education'* (Furlong et al, 2000: 22). CATE wielded considerable power through its role as the accrediting body for all initial teacher training courses. Importantly this power extended to universities whose departments of education had traditionally operated autonomously (Wilkin 1996). This represented a significant change to a system in which funding had been administered through the Universities Grants Committee and the relationship with the inspectorate was based on *'amiable irregular visits'* (Wilkin 1996: 151). As Wilkin has highlighted, this wresting of power from the universities may have reflected Secretary of State Keith Joseph's concerns expressed in a speech at the University of Durham in 1982 in which he referred to the *'jargon-ridden theorizing'* in teacher education which served as *'lamentable*

*substitutes for serious thought and training'* (Joseph, quoted in Wilkin, 1996: 149).

The 1988 Education Reform Act introduced legislation necessary to establish the National Curriculum. The model adopted was comprised of three core and seven foundation subjects. The subject based structure of the National Curriculum was a greater challenge for primary teachers than their secondary colleagues who had always operated a curriculum separated into distinct subject areas. However, most primary schools already organised the curriculum in terms of subjects and topic work (Alexander *et al* 1992). It tended to be the Foundation Subjects, as the National Curriculum was to term them, and often Science, that were taught via topic work. The National Curriculum did not preclude topic teaching but, as Alexander *et al* stressed:

*...whatever the mode of (curriculum) organisation, pupils must be able to grasp the particular principles and procedures of each subject, and, what is equally important, they must be able to progress from one level of knowledge, understanding and skill to another within the subject.*

(Alexander *et al* 1992: 22).

This type of expectation, together with the extensive areas for coverage in each subject, specified in a separate National Curriculum document for each of the subjects, inevitably encouraged the introduction of far more subject based teaching in primary schools. Following on from the various reports of the 1980s, the arrival of the National Curriculum in 1989 can be seen as formally confirming the status of subject teaching within the context of the broader view that the curriculum rather than the child was at the heart of the education system. This placed emphasis on the development of teachers' knowledge, skills and understanding related to the curriculum and pedagogy.

Furlong *et al* (2000) note that by 1992 the traditional four disciplines of psychology, sociology, philosophy and the history of education were noticeably absent from teacher education courses that they looked at in the

course of their research. Instead, they found that *'educational and professional studies was almost universally taught in a highly school-focused manner, usually being constructed explicitly to address the professional issues set out in Circular 24/89'* (Furlong et al 2000: 33).

Circular 24/89 reflected government commitment to the development of a more practically focused form of professional preparation, stating that *'courses should include a substantial element of teaching practice and other school experience in more than one school'* (DES 1989b: 7). A minimum amount of time to be spent in schools was specified as 75 days for courses lasting three years or less and *'four-year concurrent undergraduate courses (ie where the teacher training element accounts for the equivalent of about one year and leads to the award of a separate Certificate of Education'* (DES 1989b: 7) and 100 days for other four year courses.

Reflecting a belief that tutors may *'become detached from the professional needs of students through long absence from teaching in school'* (DES 1989b: 14), Circular 24/89 required that *'staff concerned with subject application and educational and professional studies have recent experience of teaching in schools and maintain and develop that experience'* (DES 1989b: 7) and stipulated that:

*By the beginning of academic year 1992-93 institutions should ensure that this experience is the equivalent of not less than one term in every five years. In the meantime it should at the minimum amount to the equivalent of not less than 35 days in every five years.*

(DES 1989b: 7)

In setting out the one term in five years minimum requirement, Circular 24/89 drew directly on the recommendation from the Elton Report (DES 1989a) that had specified this period. In using a recommendation directly from a report on pupil behaviour, an implicit – and perhaps unintended – message from Circular 24/89 was that the element of recent experience necessary related primarily to group management skills. Certainly, it is in

the context of the importance of initial teacher training in group management skills that the Elton Report makes its recommendation. In terms of an overall trajectory for the development of teacher training, this represented a further central government step in addressing the perceived problem that training providers, in the form of universities in particular, were out of touch with the realities of the classroom.

Unsurprisingly, a major concern of Circular 24/89 was to ensure that new teachers were equipped to deliver the National Curriculum. There was considerable emphasis on the importance of subject knowledge and subject teaching. The importance of equipping teachers in relation to pupil behaviour was also emphasised. Circular 24/89 stated that,

*No degree or other qualification attracting qualified teacher status should be awarded unless the student has demonstrated a satisfactory standard of practical classroom work, including the ability to secure that effective teaching and learning can take place and to manage pupil behaviour.*

(DES 1989b: 8)

Whilst not giving any detail on content, Circular 24/89 made it clear that:

*All courses should contain compulsory and clearly identifiable elements of practical training which will develop in students skills in the effective management of pupil behaviour. Such training should include specific, institution-based elements on the acquisition of group management techniques.*

(DES 1989b: 10)

For guidance on the development of these elements, institutions were directed to ‘*consider the implications for courses of the report of the Elton Committee and its specific references to the study of group behaviour and the use of peer group support*’ (DES 1989b: 20).

Brooks (2006) argues that despite the requirements of Circulars 3/84 and 24/89 regarding partnership between schools and training providers, the

situation appeared little changed, with Higher Education Institutions (HEIs) remaining the '*dominant partner*' (Furlong *et al*, 1996: 39) in ITT up until the early 1990s.

In a move Brooks (2006) views as decisive in curbing the dominance of Higher Education Institutions, the government published DfE Circular 9/92 in which it set out detailed new requirements for the initial training of secondary teachers. The Circular (DfE 1992) formalised the shift towards school based training based on a partnership model between training providers and schools (Robinson 2004). The circular also introduced sets of competences that had to be achieved in order to be awarded Qualified Teacher Status. Trainees were expected to spend 24 weeks out of a normal 36 week PGCE programme in schools (Turner and Bash 1999). The following year Circular 14/93 (DfE 1993) was published setting out similar requirements for the initial training of primary teachers.

An additional factor influencing initial teacher education in the 1990s was the introduction of a rigorous inspection system, placed in the hands of the Office for Standards in Education (Ofsted). Ofsted had been set up in 1992 and, in addition to its role in inspecting schools, took on responsibility for monitoring the overall quality of Initial Teacher Training. As part of this role, Ofsted also checked compliance with government requirements and its evidence was used in the allocation of training places and thus funding (Brooks 2006). In another significant development challenging the previous dominance of Higher Education Institutions, 1993 also saw the introduction of an entirely school-based route into teaching. This was known as the School-Centred Initial Teacher Training scheme (SCITT) and involved consortia of schools setting up their own training schemes for graduates, buying in Higher Education expertise if and when they saw fit (Furlong and Maynard 1995). The introduction of the SCITT scheme reflected earlier moves through articulated and licensed teacher schemes to broaden the routes to qualified teacher status. The articulated teacher scheme ran from 1989 to 1994 and was a new form of school based PGCE. Students, who had to be graduates, spent two years rather than one year training, with 80 per cent of their time spent in school (Furlong 2001). The licensed teacher scheme '*was a far more radical departure from conventional training routes*' (Furlong 2001: 125) and allowed mature entrants with a minimum of two

years in higher education to be recruited directly to positions in schools and provided with any necessary training by their employers '*on the job*' (Furlong 2001).

In 1994 the Teacher Training Agency was set up to replace CATE. It had four main functions:

- *The funding of teacher training.*
- *The accreditation of providers of initial training for school teachers.*
- *Providing information and advice about teacher training and teaching as a career.*
- *Carrying out or commissioning research with a view to improving the standards of teaching and teacher training.*

(Lawlor 2004: 9)

With the taking over of responsibility for the funding of teacher training by the TTA, higher education institutions were positioned as '*service providers rather than a professionally autonomous group*' (Furlong *et al* 2000: 73).

By 1995, the TTA was in a position to put forward a set of proposals for the development of a set of National Standards intended '*to help to set targets for teachers' development and career progression and...establish clear and explicit expectations of teachers in different key roles*' Lawlor (2006: 10).

In its *Initial Advice to the Secretary of State on Continuing Professional Development*, the TTA (1995) proposed sets of standards related to four key career points:

- Newly Qualified Teachers.
- Expert Teachers.
- Experts in Subject Leadership.
- Experts in School leadership.

### **3.1.3 The Labour Government 1997 - 2010**

When the Labour government came to office in 1997 it largely accepted the proposals put forward by the TTA under the previous administration. The

first set of national teacher standards (TTA 1998a) for the award of qualified teacher status were produced in 1998. They reflected the Secretary of State's requirements for Qualified Teacher Status set out in Circular 10/97 (DfEE 1997c) and replaced the more general competences specified in DfE Circulars 9/92 (DfE 1992) and 14/93 (DfE 1993). Furlong (2001) suggests that the introduction of the professional standards, not just for the award of Qualified teacher Status, but also for Subject Leaders (TTA 1998b), Special Educational Needs Coordinators (TTA 1998c) and Head Teachers (TTA 1998d) in 1998 represented a key element of the newly elected Labour government's vision of a '*new professionalism*' (DfEE 1998: 14) and a new phase in policy development.

In an allusion to what Chitty (1988: 324) had referred to as the '*golden age of teacher control*' the government stated in its Green Paper *Meeting the Challenge of Change* that:

*The time has long gone when isolated, unaccountable professionals made curriculum and pedagogical decisions alone, without reference to the outside world.*

(DfE 1998: 14)

The government envisaged that teachers in a modern teaching profession would need:

- *to have high expectations of themselves and of all pupils;*
- *to accept accountability;*
- *to take personal and collective responsibility for improving their skills and subject knowledge;*
- *to seek to base decisions on evidence of what works in schools in this country and internationally;*
- *to work in partnership with other staff in schools;*
- *to welcome the contribution that parents, business and others outside a school can make to its success; and*
- *to anticipate change and promote innovation.*

(DfEE 1998: 14)



The Standards for the Award of Qualified Teacher Status were divided into four sections:

- Knowledge and understanding.
- Planning, teaching and class management.
- Monitoring, assessment, recording, reporting and accountability.
- Other professional requirements.

The main criticism that could be levelled at the 1998 standards was the sheer number of points against which a teacher needed to be assessed once all the lettered and numbered subsections were taken into account.

In 2002, a revised set of standards was set out in *Qualifying to Teach* (DfES/TTA 2002). As well as reducing the atomisation and repetition that existed within the 1998 standards, the new standards took account of the revised National Curriculum (DfEE/QCA 1999a, 1999b), the National Strategies and the commitment to a policy of inclusion (DfEE 1997b). The standards were grouped into three broad areas:

- Professional values and practice
- Knowledge and understanding
- Teaching

In addition to the new standards, *Qualifying to Teach* (DfES/TTA 2002) also set out the requirements for initial teacher training. While the statements contained in this section set requirements out in somewhat stronger and more explicit language than before, essentially they were little different in aspiration from those set out in Circulars 9/93 and 14/93 (Furlong *et al* 2006). The requirements essentially represented further prescription regarding the training model and the structure of training. There was little change to the legal framework relating to initial teacher training.

The Labour government continued to broaden the range of routes into teaching. There was continued support for the SCITT scheme as well as the introduction of other new school-based routes into teaching including the Graduate Teacher Programme (GTP) and 'Teach First'. Because of these new routes the interpretation of the concept of partnership within the

legal framework had to be expanded. As Furlong *et al* (2006) points out, partnerships might take a variety of forms including:

- Schools working in partnership with an HEI on undergraduate and/or postgraduate programmes.
- Several schools working together, with or without the involvement of an HEI, to provide school-centred ITT (SCITT).
- A school working with a Local Authority, HEI or another school to provide an employment-based route to QTS.

In 2005 the Teacher Training Agency became the Training and Development Agency (TDA), reflecting additional responsibilities to improve training and development for the entire school workforce, not just teachers. The Professional Standards were revised again in 2007. The Standards for the Award of Qualified Teacher Status were incorporated as part of a broader framework of professional standards for teachers (TDA 2007) that defined the characteristics of teachers at different stages of their careers. In addition to the standards for the award of Qualified Teacher Status (QTS) there were standards for teachers on the main scale (Core), teachers on the upper pay scale (Post Threshold Teachers), Excellent Teachers and Advanced Skills Teachers (ASTs).

#### **3.1.4 The Coalition Government 2010 – present**

Reflecting a recurring theme in policy and guidance, the Coalition government's Education White Paper, stated that:

*Too little teacher training takes place on the job, and too much professional development involves compliance with bureaucratic initiatives rather than working with other teachers to develop effective practice.*

(DfE 2010a: 19)

and proposed to,:

*Reform initial teacher training so that more training is on the job, and it focuses on key teaching skills including teaching early*

*reading and mathematics, managing behaviour and responding to pupils' Special Educational Needs.*

(DfE 2010a: 20)

In the context of this thesis, it is significant that behaviour received a specific mention.

Whilst acknowledging that over the previous twenty-year period, initial teacher training had tended to focus more sharply on classroom practice, the White Paper expressed concern that '*new teachers report that they are not always confident about some key skills that they need as teachers, for example the teaching of systematic synthetic phonics as the proven best way to teach early reading, and the management of poor behaviour in the classroom*' (DfE 2010a: 22-23). To address this issue the proposal was to:

*...provide more opportunities for a larger proportion of trainees to learn on the job by improving and expanding the best of the current school-based routes into teaching – school-centred initial teaching training and the graduate teacher programme.*

(DfE 2010a: 23)

The Labour government had been pursuing a similar path during their period in office and so the Coalition government changes arguably represented a continuation of the general direction of travel since the early 1990s (e.g. DfE 1992, 1993) rather than a significant sea change. One notable difference was the detail on how the increase in the proportion of teachers training on the job was to be achieved. The White Paper proposed the creation of a national network of Teaching Schools. The intention was for outstanding schools, to take '*a leading responsibility for providing and quality assuring initial teacher training in their area*' (DfE 2010a: 23). In parallel to this some of the best higher education providers of initial teacher training would be invited to open University Training Schools. These developments had major implications for Higher Education Institutions who were faced with the choice of positioning themselves as competitors to the Teaching

Schools or seeking creative and constructive ways of working with them.

The consultation document *Training the Next Generation of Outstanding Teachers* (DfE 2011b) set out a suite of reforms to the ways in which teachers were recruited and trained. Its proposals have led to a change in the balance of ITT provision, most notably through the rapid growth in school-led initial teacher training through the development of School Direct and School-Centered Initial Teacher Training (SCITT). The full time PGCE course offered by Higher Education Institutions is now categorised by the National College of Teaching and Leadership (NCTL 2014a) as a provider-led programme. Provider-led programmes also include those offered by school-centred initial teacher training providers (SCITTs). The term *provider-led programmes* is used to distinguish these routes to qualified teacher status from the salaried and non-salaried School Direct routes where participating schools recruit and select their own trainees who will typically go on to work within the school or cluster/federation of schools in which they were trained. The growth of school based routes to Qualified Teacher Status via School Direct or SCITTs can be seen as the natural extension of changes in policy and guidance over many years that have steadily increased the proportion of their time trainee teachers are required to spend in schools. The traditional full time PGCE route remains a popular route to qualified teacher status and there is government acknowledgement that '*Universities have an important part to play in attracting high-quality applicants and delivering ITT programmes for their partnerships as well as providing the training required for School Direct*' (NCTL 2014a: 11). There is a strong indication of a changing role for higher education institutions through the suggestion that preference will be given to those universities most involved with School Direct when allocating provider-led places (NCTL 2014a).

### **3.2 Political changes and teacher professionalism**

The changes at national policy level reflect and influence the conceptualisation of teacher professionalism. For the cohort of PGCE students who are the focus of this thesis, the 2007 professional standards inevitably exerted an influence over the nature and content of their training

course in the climate of closely inspected teacher training with, for the training provider, high stakes attached to achieving a favourable Ofsted report. The students' personal priorities would also have been affected by similarly high stakes in terms of the need to achieve the specified standards in order to progress to the next stage of the career they had chosen for themselves.

A number of writers have sought to define the changing perspectives on teacher professionalism reflected in developments at national policy level. Furlong (2001) identified five key policy themes that have shaped the conceptualisation of teacher professionalism. Prior to 1976 the key theme was the professional teacher as 'scholar'. Furlong cites the Robbins report as influential in this period. The Robbins Report (Ministry of Education 1963) supported the development of an all-graduate teaching profession. The training colleges were re-designated as degree-awarding 'colleges of education' and the new, university-validated Bachelor of Education (B.Ed) degree was introduced (Crook 2002). The B.Ed took the form of a subject studies component and an education component involving the study of the traditional disciplines of education – history, sociology, psychology and philosophy (Wilkin 1996, Furlong 2001). A criticism that emerged was that, in achieving 'degree worthiness', the B.Ed had failed to fulfil the Robbins Report's vision of a concurrent degree combining academic and professional work and had become '*an overly academic approach to professional preparation*' (Furlong 2001: 122).

Furlong (2001) considers the key theme from 1976 - 1984 to be one of fragmentation and autonomy. Though the James Committee (DES 1972) was established by the Conservative government of the time to examine teacher education and had reported in 1972, its recommendations were not followed up in any significant way by the governments of the mid 1970s (Furlong 2001). Wilkin (1996) and Furlong (2001) view this period as characterised by an ideological vacuum around educational policy. This was significantly different from the period in which the proposals from the Robbins Report had been implemented. These proposals had reflected the social democratic ideals subscribed to by the main political parties of the time (Wilkin 1995, Furlong 2001). In the ideological vacuum of the 1970s,

teacher educators, the Council for National Academic Awards, philosophers of education, the teaching unions and Her Majesty's Inspectorate (HMI) took the lead in shaping the practice of teacher education (Furlong 2001). The result, Wilkin (1996: 121) suggests was '*that throughout the decade there was considerable variation in courses of initial teacher training on almost every dimension: the weighting of theory and practice, integration of the elements, time spent in school, relationships with teachers and so on*'.

These developments took place within the golden age of teacher control (Chitty 1988) lasting from the 1950s until the mid-1970s, during which the teaching profession experienced a considerable degree of autonomy. Teachers operated as individuals within broad policy guidelines and relied on their own personal professional perspectives to make judgements (Earl and Katz 2010). They had the freedom to decide not only how to teach but also what to teach (Whitty and Wisby 2006). In this, they had a particular responsibility for curriculum development and innovation.

In 1972 the James Report had reinforced the need for autonomy, stating, '*For too long the teaching profession has been denied a proper degree of responsibility for its own professional affairs*' (DES 1972: 1). Michael Barber (2002, 2005), the Chief Adviser to the Secretary of State for Education on School Standards between 1997 and 2001, frames the period prior to 1980 rather differently, referring to it as a period of *uninformed professionalism* during which '*teachers lacked appropriate knowledge, skills and attitudes for a modern society*' (Whitty and Wisby 2006: 27).

Barber saw the election of Margaret Thatcher's government in 1979 as representing the beginning of a period of *uninformed prescription* that extended until the election of Tony Blair's Labour government in 1997. During this period, central government '*took direct control of education and dictated prescriptive directions, often without appealing to any knowledge base other than their own ideological views*' (Earl and Katz 2010: 12).

Furlong identifies the 1984 to 1992 period as one in which the teacher was conceptualised as 'expert'. The majority of policy texts produced at this time, Furlong (2001) asserts, promoted a vision of professionalism similar

to that put forward in the James Report (1972) which had advocated a form of teacher education that was *'unashamedly specialised and functional'* (DES 1972: 23). The aim of teacher training courses in the 1980s *'was to produce an "expert teacher": someone who had access to specialised, research-based and 'theoretical' knowledge that was practically focused, and someone who was highly practically competent'* (Furlong 2001: 126). There was a corresponding decline in the dominance of the traditional disciplines of education and instead *'the idea of the reflective practitioner became increasingly fashionable'* (Furlong 2001: 126).

Furlong's fourth phase in policy development, lasting from 1992 to 1997, viewed the teacher as a *competent practitioner*. Though initial teacher training had become more professionally and practically focused than it had been in the past, there were still criticisms. Lawlor (1990), for example, commented in a pamphlet entitled *Teachers Mistaught: Training Theories or Education in Subjects?* that:

*Contrary to the intentions of the 1980's reforms, general theory continues to dominate at the expense of individual practice; and students are not encouraged to approach classroom teaching with an open mind or to develop individually as teachers. Instead, they are expected to bring to the classroom, and to apply to their teaching, the generalised educational theories which they have been taught.*

(Lawlor 1990: 21).

At the heart of Lawlor's concerns was what she saw as an insufficient focus on subject teaching, claiming that:

*Instead of putting the mastery of the subject at the heart of the course, as the essential foundation for good teaching, the training courses demean the subject to being little more than a peg on which to hang modish educational theory.*

(Lawlor 1990: 42).

Lawlor's recommendations that *'both PGCE and B.Ed. courses be abolished - and with them the university departments of education'* and graduates should *'as happens in other professions, train on the job and be paid a salary from the outset'* (Lawlor 1990: 42) were not directly acted upon. However, the increases in the periods of time spent in school by trainees introduced through Circular 9/92 and 14/93 and the establishment of SCITT schemes can be viewed as reflecting some of these ideas. Circular 9/92 effectively summarised the conceptualisation of the teacher as the competent practitioner in its statement that:

*The main objective of all courses of initial training is to enable students to become competent teachers who can establish effective working relationships with pupils. To do so they will need to be knowledgeable in their subjects, to understand how pupils learn, and to acquire teaching skills.*

(DfE 1992: 9).

Furlong (2001: 120), using the phrase from the Labour government's Green Paper published in 1998, identifies the post 1997 period as one of *'new professionalism'*. For Barber (2002, 2005), 1997 represented the beginning of a period of informed prescription which brought with it policies such as the Literacy and Numeracy Strategies and teacher training based on sets of professional standards. The *'informed'* aspect of informed prescription referred to a belief and claim on the part of the government that changes imposed through national policy and guidance were evidence based (Naylor 2011). Though Barber exerted direct influence over policy during this period and viewed the informed prescription model as *'an important and necessary stage'* that *'worked remarkably well for a while'* (Barber 2004: 31), he also recognised some problems associated with it. One was that *'teachers perceived the changes as imposed from outside and worried about the degree to which they could tailor and adapt the government's materials to their own purposes'* (Barber 2004: 31). The other was that:

*In a fast-moving, large, complex system confidence, innovation and creativity at the frontline—where the service meets the customer—is*



*of vital importance. Centrally driven policies, however good, cannot by definition deliver these characteristics.*

(Barber 2004: 31)

Barber saw the next phase as *informed professionalism* - a term he claims to 'have first floated in November 2001' (Barber 2004: 31). It required teachers to have the appropriate knowledge, skills and attitudes so that the government could grant them a greater degree of licensed autonomy to manage their own affairs. Barber (2004: 32) saw informed professionalism as '*an extremely demanding concept, above all because it removes the excuses and places responsibility for outcomes firmly in the hands of teachers*'. He was at pains to point out that informed professionalism did not require a weakening of the accountability system but, in fact, it required it to be stronger and more precise. Nor was it about '*a return to teachers making it up in their own classroom*'. Rather, '*informed professionalism required persistent analysis of the data and the adoption of practice on the basis of evidence*' (Barber 2004: 32).

A key question is how the conceptualisation of the teacher as a professional within policy and guidance that places emphasis on specific standards to be met and values learning through time spent teaching, has influenced beginning teachers' expectations regarding their training in relation to behaviour management. The existence of specific standards for behaviour, looked at in the next section, establish broad priorities for the knowledge, skills and understanding to be acquired and reflects the competent practitioner (Furlong 2001) or competent craftsperson (Moore 2004) model. Implicit is the encouragement to view behaviour management as a discrete area of teacher activity that can be isolated and practised before being assessed in terms of an individual's competence. The high value within policy and guidance attached to learning to teach through teaching reinforces a view that the most valuable learning on this topic will occur whilst on school placement. The contribution of university providers continues to be viewed with the same suspicion expressed in Circular 24/89 (DES 1989b) that staff are out of touch with the realities of the classroom. Recently, for example, Ofsted chief Michael Wilshaw was reported as commenting:

*'How many times have heads said to me that their trainees had been tutored by people with little or no up-to-date school experience or record of outstanding teaching?'*

(Guardian 2014: np)

### **3.3 The Professional Standards and behaviour**

The first set of national teacher standards (TTA 1998a) included a number of points that could be considered as specifically related to behaviour. These stated that teachers should:

- *Monitor and intervene when teaching to ensure sound learning and discipline.*
- *Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well focused teaching and through positive and productive relationships.*

(TTA 1998a: 7)

In common with subsequent revised versions of the standards (DfES/TTA 2002, TDA 2007, DfE 2011c), although it is possible to identify particular standards that relate specifically to pupil behaviour, there are others that, of course, exert an influence. For example, within the 1998 standards trainees were also required to demonstrate the ability to *'establish and maintain a purposeful working atmosphere'* (TTA 1998: 7)

In the 2002 standards three referred specifically to behaviour. To achieve qualified teacher status, trainees were required to:

- *Demonstrate and promote the positive values, attitudes and behaviour that they expect from their pupils* (DfES/TTA 2002: 7).
- *Know a range of strategies to promote good behaviour and establish a purposeful learning environment* (DfES/TTA 2002: 9).
- *Set high expectations for pupils' behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils'*

*behaviour constructively, and promote self-control and independence* (DfES/TTA 2002: 13).

The 2007 standards that the cohort of PGCE students referred to in this thesis qualified under were only subtly different, stating that in order to achieve Qualified Teacher Status the trainee needed to:

- *Demonstrate the positive values, attitudes and behaviour they expect from children and young people* (TDA 2007: 7).
- *Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential* (TDA 2007: 8).
- *Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence* (TDA 2007: 12).

The use of the term *behaviour management strategies* is notable because it did not appear in the previous sets of standards and conveyed a stronger sense that there was a set of strategies for managing behaviour a trainee should expect, and be expected, to have knowledge of by the time they qualified to teach.

Leaving aside the minor difference in wording, the behaviour specific standards set out in the 2002 and 2007 standards could be summarised as reflecting the need to act as a role model, know a range of behaviour management strategies and to establish and operate within a framework for classroom discipline. The Coalition government moved away from this familiar set of standards and was a little more explicit in its expectations. Under the broad requirement to 'Manage behaviour effectively to ensure a good and safe learning environment' the document specified that teachers should:

- *Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.*
- *Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.*
- *Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.*
- *Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.*

(DfE 2011c: 12)

The additional guidance (TA 2012a) produced in 2012 to supplement the new Teachers' Standards was developed by the Government's then expert advisor on behaviour, Charlie Taylor. This covered eight broad areas:

- Personal style
- Self-management
- Reflection
- School systems
- Relationships
- Classroom management
- More challenging behaviour
- Theoretical knowledge

The description of each of these areas is reproduced in Appendix 1. The strength of this document was its explicit recognition that managing behaviour involved a broad range of interacting factors. Though there is appropriately and necessarily reference to knowledge of generic behaviour management systems and techniques, this is set within a broader context of teacher behaviours and attributes. There is a clear underlying message that the successful management of behaviour relies on far more than a set

of strategies to draw upon when pupils misbehave. In the context of preceding consideration of changing perspectives on teacher professionalism and a degree of ambivalence towards the place of theory and reflection, it is interesting that theory and reflection feature on the list.

### **3.4 Teachers' views on Initial Teacher Training**

The Teaching Agency, now the National College of Teaching and Leadership (NCTL), surveys NQTs who have successfully completed their Initial Teacher Training in England during each academic year. The survey is carried out between February and May. The timing means the survey is completed by a typical NQT from the perspective of some experience when commenting on how well their training prepared them to establish and maintain a good standard of behaviour in the classroom. The NQT survey is a voluntary exercise and response rates vary from year to year but are always around 40%. The question from the survey of specific interest within this thesis asks,

*How good was your training in helping you to establish and maintain a good standard of behaviour in the classroom?*

(DfE 2013b: 3)

In keeping with all other questions within the survey, the responses available for this question lack symmetry, with only one negative option included. Respondents are asked to rate their training as *Very Good*, *Good*, *Satisfactory* or *Poor*. There is, therefore, an issue over the meaning of *satisfactory* when interpreting the results. In an unpublished report commissioned by the Behaviour4Learning Initial Teacher Training Professional Resource Network (IPRN), Isaac (2004) reported that in the 2004 TTA survey '37% of the 13,000 who responded did not feel properly prepared to deal with pupils' bad behaviour' (Isaac 2004: 6). At the time Isaac wrote the report the NQT survey used the term *adequate* rather than *satisfactory*. Isaac's interpretation of the term *adequate* was that it meant *insufficient* rather than its literal meaning of *sufficient* or *good enough*. In reality, in the 2004 NQT survey 8% rated their training as *poor* and 29% rated it as *adequate*. Though the aspiration may be that all training is experienced as 'good' or 'very good' by trainees, caution needs to be

employed in interpreting the NQT survey figures as an indicator either of major failings by teacher training institutions in preparing NQTs, or of substantial numbers of new members entering the teaching profession feeling desperately under skilled. It would seem that for the TDA 'adequacy' was not sufficient. For example, in the 2005 survey, in response to 92% rating their training as adequate or better the comment from the TDA was, '*There is still, however, much room for improvement*'. Their concern was that only 65% of respondents rated their training as *good* or *very good*.

Interestingly, in light of the Coalition government's current concern to improve teacher training in relation to behaviour, the 'good' and 'very good' ratings on the behaviour question within the NQT survey have improved over the years, suggesting some positive developments in this area. The annual survey may also have served a purpose as a driver for change. In the 2009 survey, which was the one the cohort of PGCE students referred to in this thesis were eligible to complete, 67% of primary respondents and 69% of secondary respondents rated their training as *good* or *very good* in helping them to establish and maintain a good standard of the behaviour in the classroom. In the 2012 survey, 76% of secondary respondents and 79% of primary respondents rated their training as *good* or *very good* in helping them to establish and maintain a good standard of behaviour in the classroom (TA 2012b). That a quarter of secondary respondents and a fifth of primary respondents did not consider their training in this area to be *good* or *very good* in the 2012 could remain a cause for concern. Whilst increasing the proportion of newly qualified teachers rating their training as *good* or *very good* should be the aspiration, if *satisfactory* is afforded its dictionary definition of good enough, a reasonable question could be whether there is actually any weakness in initial teacher training that needs to be addressed. Based on this interpretation, 98% of primary and 96% of secondary respondents considering their initial teacher training as *satisfactory* or better in helping them to establish and maintain a good standard of the behaviour in the classroom could represent quite a positive picture. In the 2009 survey, 93% of primary and 94% of secondary respondents considered their initial teacher training as satisfactory or better

in helping them to establish and maintain a good standard of behaviour in the classroom.

Before conclusions are drawn regarding the findings from the TDA survey, the behaviour related question posed needs closer analysis in terms of the meaning it holds. The implicit assumption is that an individual's appraisal of the extent to which their initial training helped them to establish and maintain a good standard of behaviour in the classroom is a measure of the quality of course input. Responses options of *Very Good*, *Good*, *Satisfactory* or *Poor* within the survey reinforce this notion. The use of this data as a measure of the quality of course input pays limited regard to influence on an individual's answer of either the nature of the school in which they take up their first appointment or their individual beliefs about what it means to be adequately prepared in relation to pupil behaviour. The group data within the NQT survey needs to be interpreted cautiously as there are complex internal and external factors that mean that any response based on judgements about the helpfulness of training cannot be relied upon as an objective appraisal of the content, quality or amount of training received. As Kennedy (1999: 94) notes, though there is a logic to the 'ask the teacher' approach, a weakness is that such surveys do not take into account the teaching context and so fail to recognise that *'some teaching situations are far more challenging than others, some provide less assistance to new teachers than others, and some demand different types of practices than their programs prepared them for'*.

In addition to the NQT survey, the NFER Teacher Voice surveys contain data that provides an insight into teachers' views on the adequacy of preparation provided by initial teacher training. In the NFER (2012) survey 41% of teachers surveyed rated the behaviour training they received during initial teacher training as poor or very poor. It needs to be recognised when making any comparison with the annual NQT survey data that the NFER research was based on the views of teachers at different stages of their careers. Of the respondents, 89% had been teaching for more than 5 years. Only 4% were newly qualified teachers and only 7% had been teaching between one and five years. The findings from the NFER survey were interpreted as suggesting that *'there is considerable scope to further*

*improve the training provided during initial teacher training*' (NFER 2012: 13). Whatever the apparent failings of initial teacher training, it seems that many of the respondents had developed their knowledge, skills and understanding in some way between qualifying to teach and the point at which they completed the survey as 85% agreed they felt well equipped to manage pupil behaviour (NFER 2012). The report suggested that *'professional development, alongside guidance for teachers, may contribute to increased confidence in their ability to manage behaviour'* (NFER 2012: 15). However, 60% reported not receiving any form of continuing professional development (CPD) related to managing pupil behaviour in the 12 months prior to completing the survey. Only 25% indicated they had received formal training at their school during this period and 15% had received informal support from colleagues. One interpretation could be that many simply develop their knowledge, skills and understanding in managing pupil behaviour through their own experiences within the classroom. As 95% of the teachers in the NFER survey felt that behaviour was acceptable or better in their schools and 85% felt well equipped to manage pupil behaviour, one question might be whether there is any particular problem with how well prepared teachers are to manage behaviour through initial teacher training. Though their feelings of preparedness at the point of qualifying to teach and entering their first appointment could perhaps have been improved, ultimately the weaknesses respondents identified in initial teacher training did not seem to result in many teachers who considered themselves ill equipped to manage the pupil behaviour they encountered.

### **3.5 Summary**

In following the PGCE full time course in 2007 – 2008, the teachers who are the focus of this thesis were pursuing what still remains, for many, the route to qualified teacher status. In 2010-11, there were 37,340 recruits to initial teacher training, nearly four-fifths to university courses, 16.6% to employment based programmes (EBITTs) and only 4.6% to school centred schemes (SCITTs) (Smithers *et al* 2012). Proportions are changing as changes within the White Paper (DfE 2010a) take effect. According to government statistics there were approximately 38,900 ITT new entrant places available for 2013/14. This included 20,000 postgraduate places



with higher education institutions (HEIs), around 6,800 undergraduate places, around 2,500 places allocated to school-centred ITT providers (SCITTs) and about 9,500 School Direct places (DfE 2013c).

As this chapter has outlined, though until recently university based courses continued to dominate the initial training of teachers, since the 1980s the content and nature of this training has increasingly been influenced by central government. A significant development was the list of competences from the early 1990s (DfE 1992, 1993) that provided the precedent for the subsequent sets of professional standards introduced by the Labour government (TTA 1998, DfES/TTA 2002, TDA 2007) and more recently the Coalition government (DfE 2011c). A key theme within the developments in national policy and guidance has been the increase in the proportion of time trainees are expected to spend in school, based on an underlying belief summarised by Ofsted's observation from the early 1990s that '*The best way to learn classroom skills needed for effective teaching is by observing and working with teachers, as well as by discussing classroom practice with teachers, tutors and other students*' (Ofsted 1993: 4). There has been concern expressed from the earliest days of the B.Ed in the late 1960s through to the 2010 Education White Paper (DfE 2010a) that initial teacher training provided by HEIs is not sufficiently focused on the practical aspects of teaching.

For Higher Education Institutions there is a question as to how they should deliver the practical training necessary in a manner that reflects their academic identity in a context in which content is influenced by the professional standards, trainees spend a high proportion of time in school away from the influence of those in higher education, funding has been reduced and there is on-going pressure from Ofsted (Furlong 2001). Hobson *et al* (2006) note that the term *initial teacher training* itself is contentious, with some providers, sensitive to the connotation of an emphasis on practical teaching capability at the expense of '*understanding and intelligent awareness*' (Tomlinson, 1995: 11) and the development of critical abilities (Taylor, 2008), preferring to describe their offer as initial teacher education (ITE).

In Moore's (2004) view the focus on competences initially (DfE 1992, 1993) and more recently the Professional Standards has led to the dominance of what he defines as the competent craftsperson discourse in teaching and teacher education. Moore also refers to the reflective practitioner discourse. He claims this discourse has found favour in higher education institutions (Moore 2004), being seen as a means of 'ensuring that students were offered more than "merely" practical training' (Furlong 2001: 129). However, being a reflective practitioner involves not only '*the particular skills needed to reflect constructively upon continuing experience as a way of improving the quality and effectiveness of one's work*' (Moore 2004: 100) but also '*implies a sound understanding on the teacher's part of relevant educational theory and research – including theories of cognitive, linguistic and affective development*' (Moore 2004: 101). A question this raises is where, within a training context that has now long emphasised '*a practically orientated form of professionalism*' (Furlong 2001: 129), there is scope to engage with educational theory and research. A further consideration is whether trainees, with the priority of meeting professional standards and themselves immersed in the competent craftsperson discourse associated with this, would attach value to this learning.

Skills in the effective management of pupil behaviour have long had a strong association with being a competent teacher. This is a point illustrated through the Elton Report's observation that '*all of us remember from our own school days that some teachers had problems with their classes and others did not*' (DES 1989a: 67). It is a view reflected more recently in Cowley's (2003: xiii) observation that '*one of the most essential characteristics of a good teacher is the ability to manage our students' behaviour, so that we can help them to learn*'. Within the wider debates regarding the degree of practical emphasis within initial teacher training and the balance between theory and practice explored within this chapter, an important consideration is how successfully trainee teachers are equipped with the skills to effectively manage pupil behaviour. Though the professional standards make some specific reference to behaviour they have, until the 2011 set and the accompanying guidance (TA 2012a), provided limited detail. The 2007 set of standards against which the PGCE cohort featured in this thesis were assessed amount to little more than the

need to act as a role model, know a range of behaviour management strategies and establish and operate within a framework for classroom discipline. This does beg the question of what the necessary range of behaviour management strategies is that it would be appropriate to develop in trainees and what the key components of a framework for classroom discipline might be. This topic is debated further in Chapter 4.

Gauging whether initial teacher training effectively equips the beginning teacher with the skills to manage pupil behaviour is problematic. The Coalition government's issuing of guidance aimed at improving teacher training (TA 2012a) in this area and Charlie Taylor's accompanying comments (DfE 2012a) continue to convey a sense that there is still a degree of weakness to be addressed. However, the interpretation applied to the 'satisfactory' response option within the Annual NQT survey determines whether the data contained within it indicates a weakness or conveys a reassuring message. Whichever interpretation is applied, an inherent problem with the annual NQT survey is its validity in the sense of whether it is actually measuring what it purports to measure. Though it is typically viewed as a reflection of the quality of teacher training, an individual's feeling of preparedness is inevitably influenced by the school in which they are working when they answer the question. The answer, therefore, is likely to be influenced by the behavioural challenges the school presents, support available and the degree of similarity with the two or three schools the NQT encountered during training. A further influence is also likely to be the individual's own expectations regarding the preparation initial teacher training can reasonably provide. Ultimately, if their expectation is that training will allow them to '*anticipate and prepare for the entire range of pupil responses they will experience in the classroom*' (Powell and Tod 2004: 2) they are always likely to feel inadequately prepared. The NFER surveys (2008, 2012) reinforce the idea that initial teacher education displays some weaknesses in the preparation it provides in relation to pupil behaviour. However, the fact that respondents indicated that they were well equipped to manage behaviour would suggest that, whatever the shortcomings, somehow their competence in this area did develop. This raises the question of how teachers continue to learn about behaviour once they qualify and take up their first appointments.

## **Chapter 4 What do beginning teachers need to know about behaviour?**

### **4.0 Introduction**

From a pragmatic perspective, the professional standards in place at any one time can be viewed as defining what beginning teachers need to know about behaviour. However, as Chapter 3 considered, the language used within current and past sets of professional standards is quite general and does not provide a curriculum for the coverage of behaviour during teacher training as this is not the purpose. The most recent set (DfE 2011c), along with the associated guidance aimed at strengthening teacher training (TA 2012a), has offered more guidance and will perhaps have more of a role in shaping a curriculum for the coverage of behaviour during initial teacher training than previous sets.

This chapter seeks to build on the suggestion in Chapter 2 that many of the features of good practice are well known (DfES 2005b) and explores in more depth some prevailing approaches to the management of pupil behaviour. A degree of selectivity was needed as there is a plethora of information and strategies available related to pupil behaviour (Powell and Tod 2004). Reflecting policy and guidance that has emphasised the importance of a whole school approach and advice that trainees '*should be able to adapt their practice to fit with the school behaviour policy*' (TA 2012a: 1), the first section of the chapter considers what might constitute a knowledge and skills base to prepare teachers to work within school systems. Rules, rewards and sanctions tend to represent the operational core of a whole school approach to behaviour and are terms consistently used in central government guidance for schools regarding school discipline and pupil behaviour policies. For this reason, the chapter devotes attention to these areas in the context of what a beginning teacher may need to know and understand about their usage. The third selected area is the topic of behaviour management. The term behaviour management is an established part of the discourse on behaviour in schools, appearing no less than nineteen times in the Steer Report (DfES 2005b) and five times in the DCSF (2009) guidance on school discipline and pupil behaviour policies. The current Teacher Standards do not use the

term but do require teachers to 'manage behaviour effectively' (DfE 2011c: 8). Additional guidance intended to improve teacher training in relation to behaviour set out to describe '*the knowledge, skills and understanding that trainees will need in order to be able to manage their pupils' behaviour*' (TA 2012a: 1). In this part of the chapter, behaviour management is examined and critiqued as a conceptualisation.

The chapter then moves away from considerations of the content of a knowledge and skills base to focus on the issue that an individual teacher's sense of preparedness is likely to be determined by the degree of match between the content of any training and their own perceptions of what represents helpful preparation at this early point in their careers. The possibility is raised that training providers may need to achieve a balance between addressing trainees' perceived short term needs and developing knowledge, skills and understanding that have career-long relevance.

After a summarising discussion of this chapter's content, the closing section relates the areas covered within Chapters 2 - 4 to the research undertaken.

#### **4.1 Working within school systems**

As Chapter 3 outlined, the cohort of PGCE students referred to within this thesis was required to '*establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence*' (TDA 2007:12). The school's overall approach to pupil behaviour and its behaviour policy is likely to exert a degree of influence over the framework established. The current standards are more explicit on this point, requiring the teacher to '*establish a framework for discipline*' but also operate '*in accordance with the school's behaviour policy*' (DfE 2011c:12). The additional guidance issued by the current government reinforces this point. It states that trainees should:

*...be able to adapt their practice to fit with the school behaviour policy and should understand that consistency is an essential component of managing behaviour.*

(TA 2012a: 2).

The need for a whole school approach to managing behaviour is well established within government guidance (e.g. DES 1989a, DCSF 2009, DfE 2013a). The Elton Report (DES 1989a) represented a major shift with regard to the management of behaviour in schools with a move towards whole school approaches to behaviour and discipline (Hallam and Rogers 2008). Though the Elton Report (DES 1989a) is recognised as influential in its strong reinforcement of the need for a whole school approach and its consideration of the factors that shaped this, the existence of school policies concerning behaviour has been noted much earlier (e.g. Galloway *et al* 1982, Upton 1983; Docking 1987). Since the Elton Report's recognition of its importance, the need to adopt a whole school approach to pupil behaviour has been a feature of government guidance.

A school's behaviour policy is central to defining the whole school approach. The requirement for schools to have a behaviour policy is firmly established in legislation (e.g. Education Act, 1997; School Standards and Framework Act, 1998; and Education and Inspections Act, 2006). Government guidance (DfE 2013a: 3) requires schools '*to ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions*'. By law schools are required to set out measures in the behaviour policy which aim to:

- *promote good behaviour, self-discipline and respect;*
- *prevent bullying;*
- *ensure that pupils complete assigned work;*
- and which;*
- *regulate the conduct of pupils.*

(DfE 2013a: 4)

Though changing legislation inevitably influences the content, a beginning teacher can typically expect to encounter a school behaviour policy covering these broad areas:

- A statement of the principles that underpin the policy.
- A code of conduct for pupils setting out the expectations of behaviour.

- Promoting and rewarding good behaviour.
- Addressing poor behaviour through the use of disciplinary sanctions.
- Acknowledgement of the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).
- Arrangements for monitoring and reviewing the policy.

(DfES 2003d, DCSF 2009, DfE 2013a)

Despite these commonalities, there are considerable variations among schools in their approaches to behaviour and, importantly, in the extent to which the individual teacher has responsibility for determining the class based steps of the policy. For the classroom teacher, the rules, rewards and sanctions represent the operational core of the school's policy. In some cases schools develop these operational components themselves but, in others, adopt recognised packages. One such package is Canter and Canter's (1992) Assertive Discipline approach. As noted in Chapter 2, in *Excellence in Schools*, the DfEE (1997a) endorsed the Assertive Discipline approach, suggesting it could help schools to establish settings where children were encouraged to behave well and there were clear guidelines for behaviour (Hallam and Rogers 2008). Assertive Discipline is based on establishing clear, unambiguous rules of conduct, together with continuous positive feedback when the rules are followed, and a hierarchy of sanctions for rule-breaking (Fletcher-Campbell and Wilkin 2003). As a long established package (e.g. Canter and Canter 1976), Assertive Discipline (Canter and Canter 1992) has spawned a number of derivatives and behaviour policies devised by schools sometimes display elements (e.g. names on the board or marbles in a jar) or reflect its principles.

A more recent package that employs a similar tariff based approach is Behaviour For Learning (BFL). This approach, which should not be confused with the behaviour for learning model advocated by Powell and Tod (2004) and Ellis and Tod (2009, 2015), developed in a Birmingham secondary school. It has found favour with politicians and has been adopted by a range of schools across the country (Smithers 2005). The BFL approach sets out a five levels of consequence (abbreviated to C):

*C1 Verbal warning.*

*C2 Second verbal warning.*

*C3 Detention for one hour, usually the next day.*

*C4 Isolation from peers in the school's isolation unit for one, two or three days; or exclusion.*

(Elkin 2004: 6)

Under this system, if a pupil is rude, shouts out or behaves inappropriately in class they could be issued with a C1 by the teacher. If the pupil persists, the teacher might then issue a C2. The verbal warnings are not centrally recorded but the advice is that the teacher makes a note of them by, for example, writing them on the board during the course of the lesson, based on the rationale that pupils can see exactly where they are within the sequence. The approach keeps dialogue to a minimum. If a pupil misbehaves, the teacher would simply say, for example, 'Kelly – C1.' Teachers are trained to be decisive and clear, but calm and not angry, in communicating a warning (Elkin 2004).

The advantage of tariff based systems of this type is that they potentially provide the beginning teacher with some predictability (Watkins and Wagner 2000) through the provision of a clear sequence of steps to follow in response to pupil behaviour. At school level, a high degree of consistency is possible, although the point at which, for example, a C1 is issued may still vary from teacher to teacher unless there are opportunities for the staff team to consider collectively the types of behaviour that should trigger this response. A further strength is that the pupils are aware of the likely consequences of their behaviour and so also experience a degree of predictability.

Tariff based approaches have been criticised. Referring to Assertive Discipline (Canter and Canter 1992), Watkins and Wagner (2000) suggest that used as a sole intervention or in an automatic manner without the application of professional judgement, it can lead to pupils being escalated through the school's disciplinary systems. They go further, suggesting that it is an approach that invites teachers '*to become automata rather than professionals (or even humans)*' (Watkins and Wagner 2000: 49). At the



heart of Watkins and Wagner's argument is a view that tariff based approaches demean the place of teacher-pupil interactions in resolving problems and generating solutions and divert attention *'from other important aspects which influence classroom behaviour, such as the curriculum'* (Watkins and Wagner 2000: 48).

Primary teachers may encounter behaviour policies based on Jenny Mosley's Golden Time model (Mosley and Sonnet 2005). The use of Golden Time involves establishing with classes that there is a period of time, usually part of a Friday afternoon, when pupils will be able to engage in an activity of their choice from the range that is offered. Where this is used school wide it can even be organised with different activities offered in different classes, with the children choosing which room to go to. At the start of the week every pupil starts off with the same amount of Golden Time. If an individual pupil misbehaves they lose some minutes of Golden Time. Misbehaviour is any behaviour that infringes the 'Golden Rules'. Although, therefore, Golden Time is presented primarily as an approach for rewarding behaviour, the sanctions are inextricably linked. The appeal for many teachers of Golden Time is that it addresses the concern that some pupils who behave well all the time can get overlooked in reward systems. When using the Golden Time approach, every pupil gets the reward unless they do something that causes the teacher to deduct minutes.

Warnings are used before minutes are deducted, based on the principle that the pupil is then able to make a choice about whether to continue with the behaviour that will lead to the loss of minutes. At the end of the week the pupil has to sit and wait for this period of deducted time to pass before being allowed to start their Golden Time activity. The use of a sand timer is advocated so that the pupil can see the time passing. The suggestion is also that the waiting pupils should be able to see the others who are engaging in the golden activities. Mosley and Sonnet (2005: 45) state:

*It is essential for the child to have their metaphorical nose pressed against the window of opportunity they chose to kick in!...The sound of laughter, the chinking of dice and flourishing of dressing up clothes are all reminders of what they are missing.*

This requirement may raise some additional issues to consider related to the management of those pupils who are required to wait in this way. Mosley and Sonnet's (2005) assumption appears to be that they will wait compliantly, reflecting on their previous behavioural choices that led to this missed opportunity. While some no doubt will, others may be more resistant and resentful and display this through their behaviour.

Some schools have rejected the traditional emphasis on rewards and sanctions and explored the use of restorative approaches. A restorative approach focuses on building and repairing relationships rather than on managing and controlling behaviour. Hopkins (2004: 29) claims that it '*puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment*'. In contrast to the more traditional use of sanctions which aims to identify and discipline the wrongdoer through the most appropriate punishment, the restorative approach seeks to develop understanding through responses to the following questions:

- *What happened?*
- *Who has been affected and how?*
- *How can we put right the harm?*
- *What have we all learnt so as to make different choices next time?*

(Hopkins 2004: 29)

The adoption of a restorative approach moves practice away from a focus on rules, sanctions and rewards and encourages a focus on positive relationships (Hendry 2009). It is a contrast with the more traditional approach that asks:

- *What happened?*
- *Who is to blame?*
- *What is the appropriate punishment?*

(Hopkins 2004: 30)

As Cremin (2013: 117) suggests, '*punitive and non-reparative responses to indiscipline...continue to dominate policy and practice in most educational*

*settings*'. Restorative approaches are very different as a response than, for example, the Coalition government's recent recommendation to use '*extra physical activity such as running around a playing field*' or '*the setting of written tasks as punishments, such as writing lines or an essay*' (DfE 2014a: 8) as sanctions.

Any training intended to enable beginning teachers to '*understand how effective school systems support good behaviour management*' (TA 2012a: 2) needs to take account of the fact that there are different approaches used by schools. Three examples are discussed above, but, allowing for various derivatives of these and systems devised by individual schools, there are likely to be considerable variations in what a trainee on placement or a newly qualified teacher might encounter. Perhaps more important for a trainee's own feelings of preparedness to '*establish and maintain a good standard of behaviour in the classroom*' (TA 2012b: 5) than the diversity of approaches is how easy to operate the system they encounter is and the degree of responsibility they have for developing the class based stages.

#### **4.2 Frameworks for classroom discipline**

As Chapter 3 outlined, a common feature of professional standards issued by the previous Labour government (DfES/TTA 2002, TDA 2007) and the Coalition government (DfE 2011c) is the reference to '*a framework for classroom discipline*' (TDA 2007: 12). The current standards offer some indication of what such a framework involves through the expectation that the teacher will employ '*a range of strategies*' and use '*praise, sanctions and rewards consistently and fairly*' (DfE 2011c: 12). The point is re-iterated in guidance intended to improve teacher training through the recommendations that:

- *Trainees should be able to use praise effectively.*
- *Trainees should know how to apply rewards and sanctions to improve behaviour.*

(TA 2012a: 2)

The emphasis on the ability to establish a framework based on praise, rewards and sanctions reflects guidance on whole school policies dating back to the Elton Report (DES 1989a: 99) which had noted that:

*...the best way to encourage good standards of behaviour is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.*

The Elton Report's recommendations were based on current practice – good and bad – that was observed by the enquiry team on school visits and reported in submissions from teachers, head teachers and others. Evidently rules, rewards and sanctions were being used by schools in a variety of ways with varying degrees of success as part of a framework at the point when the enquiry was being conducted. It is also clear from fictional and historical accounts of schools and schooling that such approaches stretch back over many centuries. Whilst in no sense could the Elton Report be viewed as ‘inventing’ the idea of using rules, rewards and sanctions, its significance was in establishing the centrality of these as part of a whole school approach and in giving quite detailed advice on the nature of these elements. Despite its stated intent ‘*not to produce a classroom management text book*’ (DES 1989: 71), sections 3 and 4 of the Elton Report and a number of other sections incorporated a level of practical guidance that would not be out of place in such a text. The general ideas regarding the need to have a positively phrased set of rules, the focusing on the positive through praise and rewards and the application of fair and consistent sanctions have been enduring components of subsequent government guidance. In its ‘Principles and Practice - What works in Schools’ section, the Steer Report (DfES 2005b) includes coverage of rewards and sanctions, observing:

*In schools with good standards of behaviour, there is a balance between the use of rewards and sanctions. Praise is used to motivate and encourage pupils. At the same time, pupils are aware of sanctions that will be applied for poor behaviour.*

(DfES 2005b: 18).

The enduring emphasis placed on the use of rewards and sanctions as the key components of a framework for managing classroom behaviour would seem to indicate that this is an approach beginning teachers need to learn about. An alternative view would be that trainees need to supplement this procedural knowledge with a more critical understanding of the implicit theory about how behaviour can be managed and changed. The underlying assumption is that if pupils are demonstrating the required behaviour, as defined by the rules, and something rewarding happens as a result, it will increase the likelihood of them behaving in this way in the future. Similarly, if pupils misbehave and something they dislike happens, such as the imposition of a sanction, they will be less likely to behave in this way in the future. These assumptions are influenced by behaviourist theory, though it should be recognised from Skinner's writings (e.g. 1976) that behaviourism is more complex than simply the application of rewards and sanctions in response to behaviour. Indeed, as a key figure in the development of behaviourism, Skinner did not favour the use of punishment, believing it to be ineffective (Wheldall and Glynn 1989, Pound 2005). It is important for beginning teachers to recognise that there are a number of possible issues when using rewards and sanctions as forms of reinforcement, including:

- The possibility that what the adult considers to be aversive may not be for the pupil. Some pupils might, for example, like being out of class and therefore a 'time out' room that has the intention of reducing a particular behaviour may be reinforcing it.
- The possibility that what the adult considers to be rewarding may not be for the pupil. Being singled out for praise, for example, may be embarrassing for some children and consequently they may exhibit less of the behaviour that gains praise.
- The possibility that a reward or sanction may mean more or less to the individual depending on whether they like or respect this person.
- The possibility that the pupil reflects upon the experience of being disciplined and judges it to be 'unfair'.

(Based on Ellis and Tod 2009)

These issues relate to the more general criticism sometimes levelled at behaviourism (e.g. Ayers *et al* 2000, Porter 2007) that it has insufficient regard for the influence of cognitive processes. The common feature of issues identified above is that they highlight a need for the teacher to consider how pupils experience and interpret the use of rewards and sanctions. Quite simply, not all pupils will react in the same way.

A further potential issue with an approach based on behaviourist principles relates to the group setting of the classroom. Porter (2007) makes the point that much of the considerable body of research evidence demonstrating the effectiveness of behaviourist approaches is based on work with individuals in quite controlled environments. It is necessary to recognise that within classrooms there may be many other rewarding or punishing factors present besides the ones the teacher is controlling. For example, whilst the teacher may use ignoring as a response to attention seeking behaviour, it may be the attention of peers that is more important to the pupil. Even Wheldall and Merrett (1989: 75) in advocating a behaviourist approach to behaviour, acknowledged that '*The hard truth is that teacher response may be irrelevant*'

It is also worthy of note that within the 2007 Professional Standards (TDA 2007) it was stated that the clear framework for classroom discipline the teacher was expected to establish should promote self-control and independence. There was an indication, therefore, that the framework had a role that extended beyond simply managing behaviour and should contribute to the personal development of the pupil. A criticism of behaviourist approaches (e.g. Porter 2007) is the limited evidence that gains in compliance are maintained or transferred to other contexts. Even for those pupils who do respond to the rewards and sanctions there is a need to consider why they do and whether what they are learning from this is helpful. If, for example, the reason that children behave is to avoid sanctions or to gain reward we might question whether this truly reflects self-control or independence. There is an issue that they may only demonstrate these behaviours where these rewards or sanctions are available. There may be little intrinsic motivation to behave in a particular way and so the behaviour is unlikely to transfer to occasions and situations

when the reward is not available. For example, the pupil may behave in the classroom but not in the playground or corridor.

These criticisms of a system of rewards and sanctions based on behaviourist principles should – if they do not already – exercise the thinking of all teachers. They raise the question of balancing limitations with practicalities. In trying to develop a system that manages the behaviour of large groups as schools must necessarily do (Thomas 2005), it is difficult to imagine what else might be employed that would not reflect similar principles, even if the nature of the rewards and sanctions, the terms by which they are known and the ways in which they utilised may vary. As already mentioned, restorative approaches (e.g. Hopkins 2004) are one example of an alternative. It is necessary to recognise that the ubiquitous framework of rewards and sanctions will not work for all pupils. Porter (2007: 195) suggests that it *'seems to be ineffective with the core 5 to 7 per cent of students with whom teachers most need it to work'*. It is perhaps significant that Canter and Canter (1992: 205) also suggest that their assertive discipline framework *'will enable most educators to teach 90-95% of their students to choose responsible behavior'*. It might also be relevant to reflect on whether the 90 – 95% that it is assumed the combination of rewards and sanctions work for are actually behaving in the way that they do because of these – would some pupils, for example, behave well anyway regardless of the presence of these extrinsic contingencies?

With experience a teacher may reach the point where they tacitly accept the compromises and limitations involved in applying an ostensibly behaviourist approach. However for the beginning teacher this may represent a threat to their perceptions of competence and feelings of confidence. The ability to use praise effectively and know how to apply rewards and sanctions to improve behaviour (TA 2012a) could be considered *required* knowledge, in the sense that these are the approaches national policy and guidance states should be present as part of a whole school approach. However, there is arguably another important area of professional learning that relates to the ability to problem solve when these routine approaches do not work.

Hook and Vass (2000, 2002) offer a framework (see fig 4.2.1) for classroom discipline that found a degree of favour in government publications, being included in induction materials for Teaching Assistants (DfES 2003e) and training materials for newly qualified teachers (DfES 2004c).

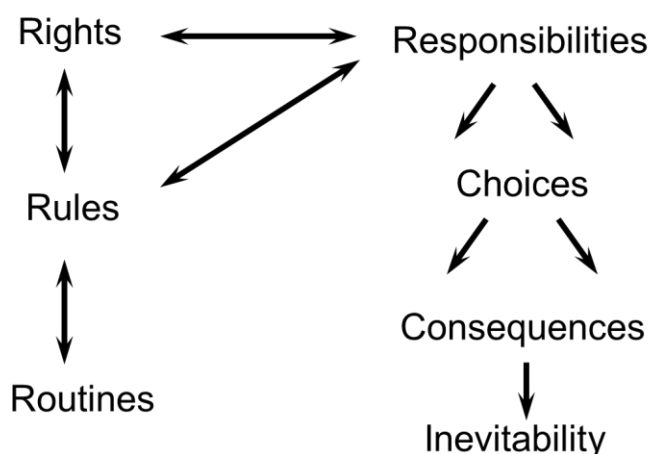


Figure 4.2.1 The 4Rs Framework (Hook and Vass 2002)

Like other authors (e.g. Dreikurs and Grey 1968, Canter and Canter 1992, Rogers 2011, 2012) who talk about choices and consequences, Hook and Vass (2002) claim that this framework helps pupils to learn to take responsibility. Proponents of a choice and consequence approach would suggest this is different to the use of punishments or sanctions. Galvin (1999) drew the distinctions set out in table 4.2.1.

<b>Punishment</b>	<b>Logical Consequences</b>
May be perceived as arbitrary	Are related to the misbehaviour
May tell the pupil he/she is bad	Express the reality of the social order without necessarily conveying a value judgement
Focuses on what is past	Are concerned with past and present behaviours
Expresses anger	Are based on logic not retaliation
Is associated with threat (open or concealed)	Ensure responsibility is assumed by the individual
Demands obedience	Lead to an active teaching process
Is negative and short term	Teach ways to act that will lead to more successful behaviour

Table 4.2.1 the differences between Logical consequences and punishment (Galvin 1999)



The notion of choice and consequence is not without its critics. It can be argued that realistically the only choice offered is 'behave or else!' (Curwin and Mendler 1989, Porter 2007). Porter (2007) argues that effectively responsible behaviour is defined as little more than doing what you are told, with 'good choices' being those that the teacher approves of. Writing from a humanist perspective, Kohn (1996) is similarly critical, suggesting that a pseudo choice is offered, with very little opportunity for pupils to make meaningful decisions. He argues that though the claim is that pupils are being taught to be responsible, in reality they are being taught to be obedient.

Beginning teachers are in a broader policy context where the terms *punishment* and *sanction* are used interchangeably (e.g. DCSF 2009, DfE 2010a, DfE 2013a). However the Teacher Standards (DfE 2011c) and the additional guidance intended to improve teacher training for behaviour (TA 2012a) are consistent in using the term *sanction*. The term *consequence* does not appear in policy documents issued by the Coalition government but did feature a number of times in the Labour government's *School Discipline and Pupil Behaviour policies – Guidance for schools* (DCSF 2009) alongside reference to punishments and sanctions. This document also concluded with a sequence of tables listing '*the rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning*' (DCSF 2009: 60), suggesting that the DCSF had not entirely left behind its interest in Hook and Vass' (2002) model.

At the level of operational competence, knowing the response available within the school policy when a pupil misbehaves, which might be referred to as a punishment, sanction or consequence, may be sufficient. There is a question over whether, in light of the expectation that '*Trainees should be able to reflect on the way they manage behaviour*' (TA 2012a: 1), there is a need to examine the differing beliefs, assumptions and theoretical underpinnings associated with terms *punishment*, *sanction* and *consequence* and the implications for classroom practice and the conceptualisation of the teacher-pupil relationship.

The last example of a framework for classroom discipline to consider is Rogers' least to most intrusive approach. Though not an approach as formally defined as Hook and Vass' 4Rs framework or a classroom approach based on an overarching school policy such as Assertive Discipline, Rogers' model advocates a graduated response.

The least to most intrusive approach has featured in Rogers' work since his earliest publications (e.g. Rogers 1990, 1997). It was also included in DfES (2004c) training materials for newly qualified teachers. As discussed later in this chapter, much of Rogers' work is focused on the language teachers use when addressing unwanted behaviour. He advocates a graduated response with the teacher attempting to use the lowest level of intrusion that addresses the behaviour. The more subtle the teacher's intervention is, the lower its intrusiveness. For example, if a non verbal signal to the pupil indicating that they should face the front is likely to produce the required behaviour then this would be preferable to a verbal instruction. Within the DfES materials, intrusiveness was described as *'the degree of disruption it causes on an individual or class level – the degree to which it interrupts teaching and learning'* (DfES 2004c: 69). Teachers were encouraged to consider the degree of intrusiveness for the individual pupil, the teacher, the class and the lesson plan (DfES 2004c). An example of a possible least to most intrusive approach is presented in figure 4.2.2

It is a model that allows the teacher to consider in advance the sequence of steps that they would move through in response to misbehaviour. The use of the lowest level of intrusion possible finds some support from a small scale study by Hart (2010). The educational psychologists surveyed considered the use of 'low-level' strategies for dealing with inappropriate behaviour to be one of a range of strategies contributing to effective classroom management.

The underlying principle also reflects the view expressed in some guidance from the mid-nineties which stated that:

*Interventions have to be carefully judged by teachers, using their knowledge of individual pupils or class groups, and doing no more*

*than is needed to secure the desired change in the pupil's behaviour; as over-reaction may provoke unnecessary escalation of an already difficult situation and seriously limit the teacher's subsequent room for manoeuvre.*

(DfE 1994b: 14)



Figure 4.2.2 The Least to Most Intrusive approach (From Ellis and Tod 2009: 197, based on Rogers 1997)

Though the least to most intrusive approach may intuitively feel right, fitting with the familiar saying ‘don’t make a mountain out of molehill’, a teacher in a school operating an assertive discipline style system or the C1-C2-C3-C4 sequence of consequences would have to consider the compatibility of the models. In Canter and Canter’s (1992) Assertive Discipline model, for example, only one warning is given before a consequence. There could be an implication that moving through the kind of sequence indicated in Figure 4.2.2 undermines the Assertive Discipline system by incorporating more warnings, albeit not defined as such. Individual school interpretation is also a factor. Some schools may see the reminder of the consequence in Rogers’ model equating with the formal first warning in Canter and Canter’s

(1992) Assertive Discipline and not perceive there to be any incompatibility or weakening of the integrity of the assertive discipline framework.

The preceding consideration of what the current standards refer to as ‘*a framework for discipline*’ (DfE 2011c: 12) reveals that defining what a beginning teachers needs to know is quite difficult. There are contextual issues as expectations regarding their responsibility for defining the class based framework are likely to vary depending on the nature of the overarching behaviour policy. As explored in section 4.1, some policies can be quite prescriptive in the terms of both the responses to positive behaviour and the steps to be taken when misbehaviour occurs. Where the teacher has a degree of autonomy in developing the classroom framework there are still a variety of perspectives to consider that influence what type of framework this should be. Potentially this not only includes an introduction to some different frameworks but also engagement with the underlying assumptions. Even the generally accepted view that a classroom framework will consist of rewards and sanctions is open to question if a humanist perspective (e.g. Kohn 1996) is adopted.

#### **4.3 Conceptualising behaviour management**

The origins of the term *behaviour management* are difficult to trace in the sense of identifying a source in which it was first coined. However it has been an established part of the discourse on behaviour for a number of years. Significantly, given the frequency with which the term is used now, the Elton Report (DES 1989a) itself did not refer to ‘behaviour management’ and instead used the term *Classroom Management*. Group management skills were seen as a component of this broader term, along with knowledge of the subject being taught and the ability to plan and deliver a lesson which flowed smoothly and held pupils’ attention (DES 1989a). Group management skills, the Elton Report explained, was a shorthand term it used to refer to range of skills associated with managing groups, including:

*...the ability to relate to young people, to encourage them in good behaviour and learning, and to deal calmly but firmly with inappropriate or disruptive behaviour.*

(DES 1989a: 67).

Furthermore, the idea that these skills were '*simply a natural gift*' (DES 1989a: 69) and could not be taught was firmly refuted. The now commonly applied term *behaviour management* can be considered as a conflating of the notion that there is a set of skills that relate to group management which can be taught and a need '*to deal calmly but firmly with inappropriate or disruptive behaviour*' (DES 1989a:67). It could be argued that the Elton Report's depiction of group management as a sub set of skills within the broader concept of classroom management maintained a stronger link between behaviour and learning and placed greater emphasis on the importance of relationships than the now more commonly applied term of *behaviour management*.

As indicated previously, Canter and Canter's (1992) *Assertive Discipline* was recognised in the 1997 White Paper *Excellence in Schools* (DfEE 1997). The intention to '*ensure wider knowledge of the benefits which schools have gained from the careful introduction of "assertive discipline"*' (DfEE 1997: 56) and the account of Liverpool LEA starting to introduce the policy in its schools from 1992 onwards suggests that, even prior to the White Paper's endorsement, the package had achieved a degree of popularity in the 1990s in England. This was perhaps because it provided a structured way of addressing some of the recommendations emerging from the Elton Report (DES 1989a) regarding the importance of a whole school approach. Whilst the term *behaviour management* formed part of the title of Canter and Canter's 1992 publication and was mentioned several times within the text, it was not present in their first book, *Assertive Discipline: a take-charge approach for today's educator*, published in 1976. This would bring into question any assumption that behaviour management was a long established American phrase, but not discount the possibility that it emerged there prior to its use in the UK. Certainly it would be reasonable to assume that it predates Canter and Canter's use in their 1992 publication as they would have needed to be aware of it whilst planning and writing their manuscript for this.

In the UK, Merrett and Wheldall referred to behaviour management in the titles and within the text of both their 1989 and 1990 publications (Wheldall and Merrett 1989, Merrett and Wheldall 1990), but not in their 1984

publication, *Positive Teaching: The Behavioural Approach* (Wheldall and Merrett 1984). Whilst the 1984 book includes a lot of familiar concepts that we would associate with what we now routinely term *behaviour management*, the emphasis is on the use of approaches explicitly informed by behaviourist theory. Perhaps significantly, in attempting to narrow down the point at which *behaviour management* became a favoured term, Wheldall and Merrett wrote in the preface,

*We believe that this book is the first British text aimed exclusively at teachers which deals solely with the management of social behaviour in schools.*

(Wheldall and Merrett 1984: x).

If the authors are correct in their appraisal of their work's originality, it would suggest that not only was the term *behaviour management* not in any regular usage within professional literature in the UK, but that there was limited literature related to the topic of managing behaviour in schools. The reference in the title of Merrett and Wheldall's 1984 text to the behavioural approach provides a possible clue to the development of the area of teacher activity that became known as behaviour management. An earlier American text, *Classroom management: the successful use of behaviour modification* (O'Leary and O'Leary 1972) conveyed more explicitly through its title the idea that individualised approaches with their origins in behaviourist theory could be applied to groups. It could be that though the specific origin of the term *behaviour management* is hard to define, its methods, typically based on forms of reinforcement, and its priorities emerge from the interest in behaviourism that developed in the second half of the twentieth century, based on the work of Skinner (e.g. 1954, 1976).

The term *behaviour management* typically refers to a framework of rules, rewards and sanctions and the use of praise and verbal correction to maintain and promote positive patterns of behaviour and address misbehaviour. Rogers (2012: 16) has advocated '*the use of positive corrective language where possible*' and examples of such language have long been a feature of his work (e.g. Rogers 1990, 1997). It is a principle

endorsed within the Key Stage 3 National Strategy materials (DfES 2004b) in the recommendation that ‘most *interventions should take the form of positive actions that fit somewhere on a continuum from positive reinforcement to positive correction*’ (DfES 2004b: 54). Positive correction involves phrasing the correction in terms of the behaviour required rather than focusing on the unwanted behaviour. A teacher might, for example, say, ‘Remember to put your hand up’ or ‘What’s our rule for asking for help?’ rather than ‘Stop calling out’. The argument (e.g. Hook and Vass 2002) is that this provides information for the child on the required behaviour rather than the unwanted behaviour. In addition it creates a more positive classroom atmosphere in the classroom than a stream of negatively phrased comments.

The reference to positive reinforcement implicitly addressed the concerns that some (e.g. Faber and Mazlish 1980, Rogers 2012) have expressed regarding the use of praise. The examples of positive reinforcement given in the Behaviour and Attendance materials (DfES 2004b: 54) encouraged teachers to couple an evaluative component (e.g. ‘Excellent’) with a more descriptive element (e.g. ‘you have settled down really quickly and got your books out’).

#### **4.3.1 The limitations of behaviour management**

Though the most recent set of professional standards (DfE 2011c) have provided an expanded set of competences related to behaviour, the preceding version that referred to the need for knowledge and understanding of a range of behaviour management strategies and the establishment of a clear framework for classroom discipline to manage pupils’ behaviour probably more accurately captured the prevailing approaches to behaviour in schools. Consistently policy makers, many authors and schools and teachers themselves have focused attention on the acquisition of behaviour management strategies and the development of a framework for managing behaviour through whole school policies.

The notion of managing behaviour needs to be questioned as it implies a level of predictability and control that is unrealistic, given the diverse range of children a teacher is likely to have in a single class, let alone encounter

in their career. Hook and Vass (2002: 5) encourage their readers to commit to memory the statement, '*It is not possible to control student behaviour in your classroom*'. This might strike a teacher at the start of their career as somewhat defeatist initially, but, as Hook and Vass (2002: 6) explain, failure to accept this simple truth can lead to teachers expending '*vast amounts of physical, and more importantly, psychological and behavioural energy on the only part of the behavioural dynamic over which they have absolutely no control*'. Instead, Hook and Vass argue that the focus should be on *influence* rather than management.

McNally *et al* (2005) are critical of the focus on behaviour management, acknowledging that while this may have some value as a temporary conceptualisation for trainees, if too much emphasis is placed on the management of behaviour the risk is that it '*occludes a superior focus on learning, trivialises the life problems of pupils and demeans the place of teacher–pupil interactions in relation to these problems*.' (McNally *et al* 2005: 183). Essentially McNally *et al*'s argument is that the term *behaviour management* influences the trainee's priorities in relation to behaviour and their understanding of the underlying factors. Typically behaviour management strategies are conceptualised as a set of techniques utilised by a teacher to both encourage and maintain positive behaviour and address behaviour that is problematic in a classroom context. Behaviour management positions the teacher as the manager and the pupil as the managed. The pupil is constructed as a recipient of the teacher's management techniques rather than an active participant in a relationship. In reality, of course, the pupil brings a range of life experiences to this relationship and also experiences and interprets any behaviour management strategy as an individual (Ellis and Tod 2009). This offers the potential for the pupil to react in an entirely different way than might be expected, whatever the good practice credentials of the strategy employed. This represents a problem depending on the teacher's interpretation of such an event. One interpretation may be to discard the strategy employed because it has seemingly failed operationally and to embark on a quest for the definitive set of strategies that will provide the solution. The sheer volume of materials produced on behaviour management should be evidence enough that such a set does not exist – if



it did then it would surely have been discovered by now and the definitive text produced. The other interpretation may be that, because the pupil's behaviour is not ameliorated by the typical approaches to behaviour management, he or she is in need of something different and possibly more specialised than the classroom teacher can provide.

Within a systematic literature review commissioned by the TTA, Powell and Tod (2004) put forward the view that the fostering of learning behaviour or 'behaviour for learning' was the foundation for effective behaviour management and argued that this represented a contrast with the more common perception that behaviour management is solely concerned with establishing control over disruptive pupils. The use of the terms *learning behaviour* and *behaviour for learning* was intended to reduce perceptions that 'promoting learning' and managing behaviour' were separate issues for teachers (McNally *et al* 2005).

#### **4.3.2 Problems associated with the separation of learning and behaviour**

The opening of Cowley's (2003) popular text *Getting the Buggers to Behave* illustrates the concern regarding the separation between 'promoting learning' and managing behaviour' that Powell and Tod (2004) were keen to address. Cowley states:

*Behaviour management: if you get it right, your life is easy, you're free to do what you're meant to do, which is of course to teach!*

(Cowley 2003: xiii)

In some respects Cowley is right; there are undoubtedly some ways of responding to pupil behaviour that are less effective than others and either escalate the situation or lead to the teacher becoming embroiled in an extended disciplinary interaction at the expense of the pace and flow of the lesson. Both of these outcomes would get in the way of the teacher's core focus, which is the promotion of learning. The implication of an emphasis on behaviour management is that there is a discrete set of skills that can be learned by the teacher. In itself, this notion is not a problem and may even have some value in challenging any assumption that skills in behaviour

management are a natural gift (DES 1989a). The problematic element is when these skills are seen as a distinct aspect of the teacher's role without due recognition for the influence of factors such as the curriculum, teaching approaches and the teacher-pupil relationship. Ofsted have highlighted the link between behaviour and the quality of teaching, suggesting:

*Where teaching does not meet pupils' needs or does not engage pupils sufficiently they can lose attention, demonstrate poor attitudes to learning and eventually interrupt the learning of others. In these cases teaching can then focus too much on continually managing low-level disruption at the expense of providing interesting and relevant opportunities for pupils to learn.*

(Ofsted 2011: 59)

Assuming Ofsted's attribution of cause to be correct, the priority in such situations would seem *not* to be working on becoming better at behaviour management in order '*to do what you're meant to do, which is of course to teach!*' (Cowley 2003: xiii) but to strengthen the quality of teaching. Yet in making this point there is the risk of reflecting '*the pious platitude that provided you have spent enough time preparing your lessons properly, you will never have discipline problems*' (Wheldall and Glynn 1989: 2).

The challenge for trainees and training providers may be to live with the complexity rather than dealing in truisms and part truths. The Elton Report was clear that '*Reducing misbehaviour is a realistic aim. Eliminating it completely is not*' (DES 1989a: 65). The implication is that inevitably, however well planned and executed the lesson, there will be times when a teacher will need to respond to unwanted behaviour. There are some principles and practices that, if learned and rehearsed, can allow teachers to deal swiftly and effectively with behaviour more often with more pupils. It would be professionally foolhardy not to develop capacity in this area. However, in acknowledging this, it should not take precedence over the potentially powerful influence of the curriculum and teaching and learning approaches in securing more positive behaviour within the classroom.

### 4.3.3 Behaviour management as a temporary conceptualisation

As already noted, McNally *et al* (2005) made the point that behaviour management was at best a temporary conceptualisation of use to trainees. Powell and Tod (2004: 2) acknowledged that *'skills in delivering a range of strategies are clearly a necessary part of an NQT's survival toolkit'*. From both authors the implication is that a focus on a discrete set of teacher skills known as behaviour management, typically construed as an awareness of strategies to use in response to misbehaviour, might have some utility in the early stages of a teacher's career. In many ways this links to how individuals often learn to tackle other complex tasks that ultimately involve multiple skills being used in an integrated, and sometimes simultaneous, manner. The notion of a progression from unconscious incompetence to unconscious competence is a relevant consideration:

- Unconscious incompetence  
The individual does not understand or know how to do something and does not necessarily recognise their own deficits in this area or the skills it will be necessary to acquire.
- Conscious incompetence  
Though the individual does not understand or know how to do something, they recognise their current limitations and have some understanding of how much there is to learn.
- Conscious competence  
The individual understands or knows how to do something. However, performing the skill or applying the knowledge requires a lot of conscious effort as little has become automated or second nature.
- Unconscious competence  
The individual is so familiar with applying the skill or knowledge that it has become second nature. As a result, considerably less conscious effort needs to be devoted to it and the individual can give more attention to other tasks.

(based on O'Connor and Seymour 1998)

The implication is that, at the early stage of learning, an individual has to devote a lot of conscious effort to being competent. A beginning teacher is likely to need to devote a lot of conscious attention to individual aspects of their role and one of these is likely to be the management of pupil behaviour. With experience, strategies related to behaviour management will hopefully become seamlessly integrated into the teacher's practice and require less conscious attention, particularly in relation to the more commonly occurring, predictable behaviours. Viewed from this perspective there is some justification for viewing behaviour management as a discrete area of professional activity for which there is a definable body of desirable knowledge and specific skills that can be honed. The issue would be if, in temporarily compartmentalising this area of activity, it became permanently conceptualised as distinct from the broad range of knowledge, skills and understanding that represent a teacher's practice.

Further support for the idea that what a beginning teacher needs - or feels they need – may be different to what they will need later comes from research that has suggested that teachers progress through a number of stages as they move from being trainees into their early careers. Fuller and Brown (1975) referred to three discrete stages of student teachers' development. The first two stages were defined as 'survival' and 'mastery'. At the third stage, Fuller and Brown (1975) argued, the student either settles into routines and becomes resistant to change or becomes 'consequence orientated'. The teacher who is 'consequence orientated' effectively shifts their attention to a concern for their impact on their pupils and is responsive to feedback about their teaching. This progression can be summarised as moving from 'survival concerns' to 'task concerns' to 'impact concerns' (Furlong and Maynard 1995). The suggestion that behaviour management is either a temporary conceptualisation (McNally *et al* 2005) or a necessary part of an NQT's survival toolkit (Powell and Tod 2004) reflects the idea that an explicit and discrete focus on this area of activity may be necessary, understandable and justified. In many ways the behaviour for learning approach (Powell and Tod 2004, Ellis and Tod 2009) is about encouraging teachers to move from the survival concern of 'how will I cope with behaviour?' and the task concerns of 'do I know enough

strategies to manage behaviour?’ to a concern regarding impact, expressed in terms of the development of learning behaviour.

#### **4.4 Summary**

Any consideration of how well teachers are prepared in relation to pupil behaviour through their initial teacher training ultimately leads to the question of what the desirable body of knowledge, skills and understanding would represent.

Policy and guidance has long emphasised the importance of a whole school approach to behaviour and the key role of the school behaviour policy in establishing this. Reflecting the policy and guidance, most schools’ behaviour policies are likely to be underpinned by a combination of rules, rewards and sanctions. As this chapter has outlined, even within this broad framework there are likely to be variations, sometimes quite considerable, in schools’ policies. In considering a trainee’s preparedness in relation to managing behaviour, there needs to be recognition that, in some schools, a teacher will be expected to take responsibility for establishing a framework for managing behaviour within their own classroom whereas in others this may be prescribed. How much of a problem this is, and which is experienced as easier, is likely to be influenced by the teacher in terms of factors such as their confidence and whether they prefer to be directed or take a lead.

The ability to use praise, rewards, positive correction and sanctions is an important professional skill. This naturally requires the teacher to know how to formulate praise and positive correction. Bill Rogers has been prolific in writing about teacher language and, as noted, some of his strategies have been incorporated into National Strategy documents (DfES 2003b, 2004a). Rewards and sanctions may be defined by the schools in which the beginning teachers find themselves or it may be left to individual teachers to develop these for their own classroom. The latest government guidance (TA 2012a) is explicit in recognising that, though individuals will have a personal style, they must adapt their practice to fit with the school behaviour policy in the interests of consistency. The use of praise, rewards, positive correction and sanctions is largely premised on a view

that pupils will typically find certain things rewarding and other things aversive. Part of understanding how to use these key behaviour management tools is recognising that some individuals will experience and interpret these differently to the adult's prediction. For example, a secondary school pupil may not find public expression of their teacher's approval rewarding. In considering how teachers can be trained to use praise, rewards, positive correction and sanctions effectively there is a need to give consideration to developing awareness of the fact that practices designed to work for the majority are always experienced and interpreted by individuals.

A challenge in training teachers in relation to behaviour is recognising that there are specific skills and techniques that can be learned, but not creating an impression that this is a discrete area of teacher activity. As Powell and Tod (2004) acknowledge, managing behaviour is not an aim in itself. Instead there needs to be a focus on the purpose and outcomes of behaviour management, which they define as the promotion of effective learning behaviours. As noted earlier in this chapter, Ofsted (2011) has noted a correlation between the quality of teaching and the behaviour in schools. For trainees, who it is suggested (e.g. DfE 2012a) are concerned about behaviour, the suggestion that they should focus on the quality of their teaching may not be enough to provide the confidence and competence they seek in relation to behaviour as they take up their first appointments. The notion that behaviour management may serve a useful role as a temporary conceptualisation (McNally *et al* 2005) of a particular area of a teacher's professional activity is worthy of consideration. It would seem to recognise the possibility of changing needs and reflects research on stages of teacher development. It encourages acceptance that what the individual needs now may not be the same as they need two or three years in the future. If these immediate perceived needs are left unaddressed then there is a risk that the individual enters the classroom feeling unprepared. Drawing on Bandura's work (e.g. 1986), Giallo and Little (2003: 24) make the point that '*the feeling of being prepared is essential in the development of confidence in one's ability to execute a behaviour*'. They cite older research from Lewin *et al* (1983) that demonstrated that '*teachers who had formal instruction in the basic behaviour principles*

*during their preparation as student teachers had improved their ability to manage classroom misbehaviour’ (Giallo and Little 2003: 24).*

#### **4.5 Implications of chapters 2- 4 for the research**

The three literature review chapters (chapters 2-4) serve to set the research conducted in a wider political, cultural and social context. They also provide a rationale for both the initial lines of enquiry pursued and questions asked of the data gathered. This section of the chapter highlights the relationships between the areas covered within chapters 2 - 4 and the research undertaken.

As Chapter 2 illustrated, beginning teachers enter a profession where there is an established discourse on the subject of behaviour in schools. Arguably, simply the act of issuing numerous policy and guidance documents over many years has served to reinforce the idea that there is a problem that needs to be addressed. There have also been specific statements, such as those in the 2010 Education White Paper (DfE 2010a), that have explicitly identified the existence of a problem. The media represents another powerful voice portraying a particular view of pupil behaviour. Yet, Ofsted reports (e.g. Ofsted 2011) and, depending on how the data is interpreted (see Chapter 2, pg 30), NFER (2008, 2012) surveys would seem to bring into question the suggestion that there is a widespread problem. The type of behaviour beginning teachers can expect to encounter would seem to be a factor influencing their feelings of preparedness and carry implications for the focus of any training in relation to the management of pupil behaviour. Reflecting these points, one line of enquiry within the research focused on attempting to establish the types of behaviour encountered by the beginning teachers participating in this research and the extent to which it was perceived as problematic.

Though higher education institutions have, for many years, assumed a prominent role in initial teacher education, the historical overview provided in Chapter 3 indicates that there has been a recurrent theme of policy makers, and others, questioning whether the courses provided were sufficiently focused on the practical aspects of teaching. Reflecting this concern, national policy and guidance has followed a trajectory of

increased periods of time spent in schools, culminating, as the writing of this thesis was drawing to close, with the creation of School Direct as a route to qualified teacher status. The preparation of beginning teachers to manage behaviour needs to be viewed in context of these broader debates about where, and how, teachers learn to teach. The beginning teachers who were the subject of this research entered a profession where there was already a strong government view that a significant proportion of their professional learning should take place in schools. This conveys a powerful message about where a beginning teacher should expect to learn about pupil behaviour. Arguably, it also carries an implication regarding the value of other sources of learning and may implicitly create a theory/practice divide. These issues are explored through a line of enquiry incorporated into the research that explores participants' perceptions of the contribution of the university based and school based elements of the full time PGCE course to the development of their thinking and practice. Reflecting the NFER (2008, 2012) survey data that suggests that, whatever the concerns regarding the preparation offered by initial teacher training, the majority of teachers responding ended up feeling well equipped to manage pupil behaviour, the thesis explores how beginning teachers' professional learning continues once in post as a qualified teacher.

The value attached to learning through school based experience, conveyed through a range of government circulars (e.g. DES 1984, DES 1989b, DfE 1992) and other documents (e.g. DfE 2010a, DfE 2011b) over the years, coupled with my own view that the Annual Newly Qualified Teacher Survey pays insufficient regard to the potential influence of the school on respondents' answers to the behaviour question, led me to include a line of enquiry on the influence of the school context on the development of thinking and practice.

The suggestion (e.g. DfE 2012a) that there is widespread concern among trainees regarding their ability to manage behaviour, coupled with questions (e.g. NFER 2008, 2012) about the quality of initial teacher training in this area, is examined through the focus in the questionnaires and the subsequent case study interviews on feelings of confidence. This was an



attempt to explore whether behaviour did represent a worry and an area in which beginning teachers felt that they were underprepared.

Chapter 4 focused on the question of what beginning teachers need to know about behaviour. It encompassed both the notion that there might be a definable knowledge base and the importance of taking into account the beginning teacher's perception of what they might need in order to allow them to experience a feeling of preparedness. Though not the subject of a research question, during the questionnaire and case study phases of the research there was an attempt to gain an insight into the knowledge base participants seemed to be drawing on. Coupled with this, opportunities were incorporated into the research process to capture views on what the participants felt they needed to know. The longitudinal nature of the research meant that the case study participants also had opportunities to reflect on what, with hindsight, they felt it would have been useful to know and whether any of their original perceptions of a desirable knowledge base had been revised in light of experience. The latter point reflected the consideration within Chapter 4 of whether there are short term needs that should be given due regard by training providers, as well as addressing longer term needs through equipping them with the tools to be effective reflective practitioners.

Most of the sources included in chapters 2-4 that consider concerns about behaviour in schools, fears about the ability to manage behaviour and the preparedness of trainees draw on *group* data from relatively large surveys. Though the questionnaire phase of the research sought to engage with these issues on the same terms initially, central to the thesis is the notion that concerns about behaviour in schools, fears about the ability to manage behaviour and feelings of preparedness are experienced by the *individual*. For this reason, a research question was posed concerning the mediating role of the individual in the development of their thinking and practice.

## Chapter 5 The research design and methodology

### 5.0 Introduction

This study employs a longitudinal, instrumental collective case study design involving seven participants, preceded by a questionnaire survey of a large ( $n = 171$ ) group of PGCE students. Stake (1995) refers to three types of case study; the intrinsic, the instrumental and the collective (or multiple). Stake (1995: 3) suggests that when conducting an *intrinsic* case study:

*We are interested in it, not because we need to learn about other cases or about some general problems, but because we need to learn about that particular case.*

In contrast, with an *instrumental* case study the researcher will have ‘a research question, a puzzlement, a need for general understanding, and feel that (they) may get insight into the question by studying a particular case’ (Stake 1995: 3). The key difference between an intrinsic and instrumental case study is that the latter’s purpose is to accomplish something other than an understanding of the particular individual. Stake (1995) extends his definition of the instrumental case study to recognise that the researcher may feel the need to choose several cases to study rather than just one. This he defines as a collective case study. Each case study is instrumental to learning more about the phenomenon under investigation.

This study also adopts an iterative approach within a planned trajectory of a wider survey using questionnaires leading to a significantly lower number of case study participants. The questionnaires informed initial choices about the number of case study participants and the nature and focus of the first round of case study interviews. Emerging themes from each round of interviews informed subsequent decisions about the focus of the next.

### 5.1 Ontological, epistemological and methodological assumptions

This study is focused on the development of teachers’ thinking about pupil behaviour in the early stages of their careers. As Chapter 1 outlined, part of the motivation for this area of investigation was a concern that the annual

NQT survey (e.g. TA 2012b), with its single question on behaviour, presented collective perceptions of preparedness as a reflection on the quality of initial teacher education. In essence, the collected responses of individuals were assumed to define a single reality in relation to initial teacher education through the percentages generated in response to the question *‘How good was your training (not your induction) in helping you to establish and maintain a good standard of behaviour in the classroom?’* (TA 2012b: 62). This percentage could be judged as representing an improvement (or not) on previous annual surveys and, by implication, future improvements (or not) would be dependent on the actions of training providers. This study is underpinned by a different perspective which contests the idea that there is a simple relationship between input (the quality and content of training) and output (the individual’s feeling of preparedness). To elevate the discussion to the level of ontological assumptions, my perspective in investigating teachers’ thinking about pupil behaviour is that *‘reality is subjective and multiple, as seen by participants in the study’* (Creswell 2007: 17). The study is also underpinned by the interactionist perspective that *‘people interpret stimuli, and these interpretations, continually under revision as events unfold, shape their actions’* (Hammersley and Atkinson 2007: 8). The core assumption is that the individual experiences and interprets events as an individual. However, as suggested in Chapter 1, the individual does not exist in a void but has been subjected to, and continues to be subjected to, a discourse in relation to behaviour shaped by national policy, the media and deeply engrained assumptions about schools, schooling and the teacher-pupil relationship. Any attempt to define a single reality is made more difficult by the complex nature of each of these interacting variables. For example, as Chapter 2 demonstrated, there is, within the 2010 White Paper (DfE 2010a), a government perpetuation of the view that the greatest concern for new teachers and a very common reason experienced teachers cite for leaving the profession is poor pupil behaviour. This co-exists with an Ofsted (2011: 12) view that *‘pupils’ behaviour was good or outstanding in 87% of all schools inspected this year.’* The teaching profession itself portrays contradictory messages with 60% of teachers in the 2012 NFER survey subscribing to a view that *‘negative pupil behaviour is driving teachers out*

*of the profession'* (NFER 2012: 9) but at the same time 95% reporting that behaviour was acceptable or better in their own schools.

Accepting the development of teachers' thinking about behaviour as a messy process influenced by numerous personal, locational, societal and political factors poses certain epistemological challenges. At a fundamental level there is the question of how a researcher can actually *know* what an individual is thinking. I can only *know* based on what they are prepared to tell me.

As the preceding discussion intimates, this study is rooted in a qualitative research tradition, even though some of the data is in quantitative form. As Silverman (2006: 33) suggests *'to call yourself a 'qualitative' researcher settles surprisingly little... 'qualitative research' covers a wide range of different, even conflicting, activities.'* Gall *et al* (1996: 767) provide a useful, general definition describing qualitative research as:

*'....inquiry that is grounded in the assumption that individuals construct social reality in the forms of meanings and interpretations, and that these constructions tend to be transitory and situational. The dominant methodology is to discover these meanings and interpretations by studying cases intensively in natural settings and by subjecting the resulting data to analytic induction'*

Framing the definition of qualitative research in this way reflects Waring's (2012) view that methodological assumptions are a reflection of ontological assumptions. My approach is best reflected by Willig's (2008) suggestion that qualitative research is concerned with how people make sense of the world and how they experience events and Creswell's (1994: 2) definition of qualitative study as *'an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting'* However, in defining this study as qualitative there is still a question over whether the research undertaken can justifiably claim to be based upon a 'big Q' methodology. Kidder and Fine (1987: 59) suggest that *'Qualitative work with the big Q is field work, participant observation, or ethnography; it*

*consists of a continually changing set of questions without a structured design*'. This is in contrast to '*Qualitative work with a small q (which) consists of open-ended questions embedded in a survey or experiment that has structure or design. The hypothesis and questions do not change as research progresses. The same questions are asked of everyone*' (Kidder and Fine 1987: 59). I approached this research with certain lines of enquiry and a structure in mind. I worked from the premise that there was *something* interesting to explore that related to the interaction between a body of knowledge to do with behaviour that might be acquired in a variety of ways, individual differences between teachers and a range of locational, societal and political factors. In this sense, there was a theoretical proposition (Yin 2003), but there was not a predefined, unchangeable line of questioning. However, deliberations that attempt to pigeon hole my research as either big Q or small q methodology may be unnecessary and ultimately reflect an issue highlighted by Chamberlain (2012). This distinction between a big Q or small q methodology is essentially only a division created by Kidder and Fine (1987), though no doubt informed by a range of other writers' attempts to define what is meant by qualitative research. Chamberlain (2012) argues that qualitative researchers often '*go looking for a pre-existing methodology, seeking to find one off the shelf – one that someone else has developed for them and that they can adopt and use ready-made*' (Chamberlain 2012: 1). In the context of this study, the two specific examples Chamberlain cites – grounded theory and Interpretative Phenomenological Analysis (IPA) – are interesting as both exerted some influence in the process of formulating the research, though neither were formally adopted. Both seemed to offer a degree of respectability and credibility in assigning a name to the process adopted and both have relevance. The iterative dimension associated with grounded theory is present in the sense that there was a process of at least taking stock after each phase of data gathering that contributed to the focus of the next phase. However, it would be difficult to argue that this fully reflected Strauss and Corbin's (1990: 23) suggestion that within grounded theory '*data collection, analysis and theory stand in reciprocal relationship to one another*'. Theory could possibly be said to emerge at the level of an illustration through the findings of how the development of teachers' thinking is variably influenced by a range of interacting factors, rather than

directly shaped by training and following a predictable learning trajectory from novice to experienced practitioner. Even accepting this as a possible outcome of the research, I was not comfortable to commit to the constraints of the expected outcomes of grounded theory, defined by Bryman (2008) as concepts, categories, properties, hypotheses and theory. Similarly, IPA had appeal in its focus on *'how people perceive an experience, or rather what any particular experience means for them'* and the central aim of a *'detailed exploration of a participant's view of the topic under investigation'* (Langdrige 2007: 107). At the more specific level of methods there are some definite parallels with the data gathering methods I employed. All IPA studies, Langdrige (2007: 110) suggests, *'predominantly employ semi structured interviews to collect data. These are designed to enable the participant to articulate as much detail about their experience as possible'*. My design and use of semi structured interviews described later was very much with the intention of finding different ways to encourage participants to say as much about behaviour as possible, with the assumption that within the analysis process close attention to words they used and the themes that these reflected might reveal something about the development of their thinking. However, the approach to thematic analysis employed within IPA appeared too formulaic – or, at least too formulaic to legitimately apply having not designed the study from the start from the perspective of it being an IPA study.

Rather than aligning myself with an off the shelf methodology, I have followed Chamberlain's (2012: 6) principle that methodological ideas *'are there to stimulate, to be drawn on and utilised, to be adapted in context; they are not there to be followed slavishly'*. Through using my own voice rather than rigidly adhering to the language and processes of an off the shelf methodology, I hope to demonstrate that I have carefully considered and justified my research practice, thought about alternatives and know why I have rejected them, integrated the chosen method or methods into the study, and adequately explained and defended the research processes (Chamberlain 2012). Such a stance reflects Crotty's (1998: 3) broad description of methodology as *'the strategy, plan of action, process or design lying behind the choice and use of particular methods and linking the choice and use of methods to the desired outcomes.'*

## 5.2 Research Design

The research was based around two distinct phases (see Table 5.2.1).

Phase 1	Time Period
Questionnaire 1	September 2007
Questionnaire 2	July 2008
Phase 2	Time Period
Interview 1	July 2009
Interview 2	March to July 2010
Interview 3	July – November 2011

Table 5.2.1 Research Timeline

The first phase was a survey of primary and secondary full time PGCE students ( $n = 171$ ), involving a questionnaire distributed near to the start of training and a follow up one distributed towards the end of training. The second phase of the research was based on a sequence of interviews with seven case study students carried out at the end of their first year as qualified teachers, the end of the second year and the end of the third year.

## 5.3 The setting for the research

The research was located in a university in southern England where I was an employee and had access to potential respondents. In addition to practical benefits related to access, the location in a single institution had the advantage of limiting variables in an area in which I already considered there to be a number of complex variables at work. For example, all participants were following the same one year PGCE course, the range of tutors was limited and, in Ofsted terms, the quality of training received was the same, being judged as Grade 1 at the time. This is the highest rating awarded by Ofsted and indicates that the institution's provision was judged to be outstanding (Ofsted 2007).

Location in this single institution brought with it some potential shortcomings. Though I was not employed working directly with trainee teachers, I had a greater awareness of the nature of the course than a researcher from outside the institution and had been party to discussions

about the coverage of pupil behaviour within the PGCE and other teacher education programmes. Such awareness could be viewed as a disadvantage in terms of the potential for it to exert some influence over the research in terms of lines of enquiry and interpretation of data. However, as Sherman and Webb (1998) have suggested, qualitative research is underpinned by a belief that events can be understood adequately only if they are seen in context. Viewed from this perspective, my role within the institution can be seen as a positive dimension, contributing to a better understanding of contextual factors that might influence and explain data collected.

For the linked practical reasons of financial constraints and convenience, the case study participants were, with two exceptions, drawn from those trainees who had taken up their first appointment in the local authority within which the teacher training institution is located. The two exceptions came from adjacent local authorities. Selection of participants is discussed in more detail later.

#### **5.4 The rationale for the two questionnaires**

The decision to start the research process with a pair of questionnaires (Appendix 3 and 4) distributed at the beginning and end of the PGCE course reflected the intention to capture changes that occurred as a result of university and school based experiences. The first questionnaire was conducted very early on in training before the PGCE course had exerted much influence on thinking and the second at the end, once training was virtually complete. The questionnaires acted as an important scoping exercise to capture views on behaviour in relation to five key areas:

- The level of priority attached to behaviour.
- Expectations regarding behaviour in schools.
- Individual feelings of confidence in relation to behaviour.
- The selection of behavioural strategies.
- Sources of professional learning.

The collective responses were then used to inform lines of enquiry within the first set of interviews with case study participants. The questionnaires



were also important in setting the participants selected for case studies in context; it was possible to consider in their selection whether they were typical or atypical in their responses compared to their peers. I also drew on the questionnaires completed by the case study participants during the case study phase of the research. The first interview revisited some of their responses from the first and second questionnaires to explore the reasons for these and whether their thinking had changed after almost a year in post as a qualified teacher.

### **5.5 Questionnaire design**

Both questionnaires (Appendix 3 and 4) relied heavily on forms of question that allowed variations on a tick box response, such as Likert scales, rating scales, rank ordering and options from which to select. This offered the advantage to the respondent of being quicker to complete than composing a response to an open question. This was an important consideration in ensuring that the questionnaire could be completed in a reasonable time and that respondents did not experience '*respondent fatigue*' (Bryman 2008: 217) and give up answering part way through. For the researcher, the advantage of such questions is that analysis is potentially easier as responses can simply be counted. Although open questions might have generated richer data, distributing a relatively large number of questionnaires with open questions inviting prose based responses would have entailed a complex coding process that was neither necessary nor appropriate for the intended use of this data. A detailed rationale for the design of the specific questions related to each of the five broad areas explored in the questionnaires is provided in Appendix 5.

### **5.6 Administration of the questionnaires**

The ability of questionnaires to reach a large number of potential respondents cheaply and quickly is well documented (e.g. Munn and Drever 1990, Bryman 2008). However it is also recognised (e.g. Cohen *et al* 2007, Tymms 2012) that with self-administered questionnaires, whether posted or in some other way distributed to respondents for completion and return at another time, securing a reasonable return rate can be quite difficult. Conducting this phase of the study within a single institution and the one in which I was employed presented a number of advantages. I was

able to enlist the support of the programme director for the Secondary PGCE course who, recognising the potential of the research to contribute to practice within the University, encouraged tutors to set aside time within tutor group sessions for their students to take part. The questionnaires were self-administered in my presence or in the presence of a PGCE tutor working from a script (see Appendix 6) to introduce the questionnaire. As Cohen *et al* (2007) point out, this approach typically ensures that the majority of those present do complete the questionnaire. The provision of a script for those groups that I was not able to visit personally contributed to consistency in the information received by respondents. This is relevant to reliability as it reduced the potential for answers to be influenced by different or additional introductory information. As outlined in the consideration of the sample selection below, it was not possible to adhere to the practice of completion within a session for all of the secondary PGCE groups for the administration of the second questionnaire and this impacted on return rates.

Though similarly supportive of the research, the Primary PGCE programme director was only able to commit to a ten minute opportunity for me to explain the research and distribute the questionnaire to the entire cohort at the start of a professional studies lecture. Respondents were required to take the questionnaire away to complete in their own time and return to their tutor who would then send this to me via the internal mail system at the University. A set of guidance notes was prepared to accompany the questionnaire explaining the procedure to respondents.

### **5.7 Ethical considerations in the use of questionnaires**

The study as a whole has been subjected to the ethical approval procedures required by the University and conducted with regard to the BERA (2011) ethical guidelines. Approval was sought first for the general study and the questionnaire phase and then later the interview phase. This two stage process was based on awareness that the iterative nature of the research meant that methods might be adapted and research questions evolve as the study progressed (Ely et al 1991). In this section some specific ethical considerations in relation to the two questionnaires and the method of administration are highlighted.

A questionnaire '*will always be an intrusion into the life of the respondent, be it in terms of time taken to complete the instrument, the level of threat or sensitivity of the questions, or the possible invasion of privacy*' (Cohen *et al* 2007: 317). The first issue was to manage the process of linked questionnaires. In order to retain the potential to look at changes in responses between the two questionnaires but also offer anonymity to those who wanted it, there was a need to devise some way of ensuring a respondent's first questionnaire could be linked with the second. The system devised involved putting the first questionnaire in a sealed envelope. The envelope bore a label on which respondents were asked to write their name and select from the three options:

- Consenting to anonymous involvement.  
In this case the envelope would be returned to them sealed when the second questionnaire was administered. They would then return both questionnaires in a new, unnamed envelope provided.
- Forgoing anonymity by consenting to the envelope being opened for analysis before administration of the second questionnaire.
- Forgoing anonymity by consenting to the envelope being opened for analysis before administration of the second questionnaire and also to being approached with a request for involvement in further research.

By using the sealed envelope system it meant those who wished to remain anonymous did not have to put their name on the first questionnaire in order for it to be paired with their second questionnaire. The sealed envelope was returned to them when the second questionnaire was administered. Once this was completed they then put both questionnaires in a new unnamed envelope. Appendices 7 and 8 contain, respectively, the information sheets inviting the participant to complete the first and second questionnaires and setting out these procedures.

A further ethical consideration was the possibility that in asking respondents to focus on behaviour it might raise their anxieties; put simply it might cause them to think that maybe they should be worried about behaviour or to question their competence because a researcher felt it a sufficiently important topic to ask them about. Based on awareness of this possibility, the covering information sheets (Appendix 7, Appendix 8) invited them to speak to their tutors or to contact me directly should the process of completing the questionnaires raise any concerns or cause anxiety.

The other ethical consideration that requires specific mention is the issue of informed consent in relation to the secondary PGCE groups. The agreement from the programme director that completion of the questionnaire supported the process of professional reflection that is an integral part of the course largely resolved the issue that a questionnaire is an imposition on individual's time. However, administering the questionnaire in a session did mean there was a high level of expectation that individuals would complete it. There was no way of removing entirely the possibility of an individual feeling this pressure but it was stressed that involvement was voluntary and so there was the option of completing the questionnaire as an exercise in personal reflection and not handing it in or simply not completing it at all.

### **5.8 Sample selection and administration of the questionnaires**

For this study the focus was on full time students following the one year PGCE course. The reason for this selection was pragmatic; the training would be completed within a year, allowing me to capture views early and late in the training experience, as well as being able to follow selected trainees as they moved through their first few years as qualified teachers. All students starting the one year primary and secondary PGCE courses in the case study institution were initially targeted for questionnaire completion. This gave scope for approximately 600 respondents. In reality, a number of factors significantly reduced both the initial distribution and the number of trainees completing both questionnaires.

As already indicated, tutors within the secondary PGCE programme were encouraged by their programme director to set aside time within tutor group

sessions for their students to take part in the research. Most tutors agreed to the questionnaire being administered and, because time was allocated in sessions for completion, the return rate was high. However, some curriculum subjects are not reflected in this study as tutors did not agree to the questionnaire being administered. In all cases this was expressed through not responding to initial and follow up emails rather than a direct statement of an unwillingness to be involved. My assumption, in the absence of information to the contrary, is that this was more likely to be a reflection of competing pressures early in the term rather than a specific objection to the research itself. Table 5.8.1 shows the subjects represented and the number of questionnaires distributed

<b>Subject</b>	<b>Date</b>	<b>Number distributed</b>	<b>Administered by</b>
History	19/9/07	38	Researcher
Geography	10/10/07	24	Researcher
PE	17/10/07	25	Tutor
Citizenship	26/9/07	38	Tutors (2 groups)
ICT	26/9/07	17	Researcher
Music	10/10/07	13	Researcher
Science	26/9/07	46	Researcher
Maths	26/9/07	21	Researcher
RE	28/9/07	26	Researcher

Table 5.8.1 Distribution of the first questionnaire

These groups also included those students following the 7 -14 option. I also administered the questionnaire to the 31 students following the 14-19 option on 24<sup>th</sup> September 2007.

The questionnaire was distributed to 190 full time primary PGCE students on 9<sup>th</sup> October 2007. Predictably, relying on independent completion with this group led to the return rate being significantly lower than from those students on the secondary PGCE programme. Only 38 primary questionnaires were returned which represents 20%. In terms of overall sample size and the potential to produce findings that might be

generalisable in relation to the experience and development of primary trainees, this was a disappointing outcome.

The administration of the follow up questionnaire in late June and early July necessitated returning the first questionnaire to participants. As explained previously (pg128), this was in order to allow participants to retain their anonymity if they wished but allow me to be able to link individuals' first and second questionnaires. The material effect was to introduce another factor impacting on the sample size.

By this stage of the course, the 7 -14 group were being tutored separately from their 11 – 18 peers. The significance of this is that it led to different models of administration. For the 7 -14 group the tutor distributed the questionnaire at the end of a session for respondents to complete in their own time and return via a freepost envelope. This appears to have had a negative impact on the return rate for this group, with only 12 completing and returning the second questionnaire. A similar arrangement was used with the 14-19 group, with follow up questionnaires being sent by post to respondents' home addresses. Tutors alerted them to the fact that this would be arriving. The students were then required to return the first and second questionnaire via their tutor when complete. Only 11 completed and returned the second questionnaire. Though the covering letters for the 7-14 group and 14-19 groups encouraged return of the first questionnaire even if not completing the second questionnaire, data from the first questionnaire was lost as many respondents not completing the second questionnaire chose not to follow this guidance.

The same problem arose with questionnaires from the primary PGCE students. Two of the 38 students who had returned the first questionnaire had subsequently left the course. The remaining 36 follow up questionnaires were sent to the home addresses of primary students along with their first questionnaires. Of these only 25 were returned.

It was possible to reach the 11-18 students through tutor sessions and, predictably, this kept the return rate relatively high with 126 respondents completing both first and second questionnaires.

Appendix 9 contains summary information on the number of respondents from the primary, 7-14, 11-18 and 14-19 groups completing the first and second questionnaires and the different curriculum areas represented. The information contained in Appendix 9 shows that there were 25 students who completed the first questionnaire but did not complete the second. In interpreting this information, it is important to be aware that there were additional participants who completed the first questionnaire who are not recorded. The figure of 25 only accounts for those where the first questionnaire remained in my possession because either the participant was absent for the second questionnaire or opted not to complete it but was willing to return the first one.

26 students completed a follow up questionnaire even though they had not completed the first questionnaire. They were given the option of doing this at the time the 2<sup>nd</sup> questionnaire was administered. Although their data potentially had limited use in looking at changes in perspective over the year it was decided to capture this as it might have had some value in its own right.

The first and second questionnaires were returned by 174 respondents. In the case of three of these data was so incomplete in the second questionnaire that it was decided to categorise these as only having completed the first questionnaire and remove them from the sample. The sample size therefore became 171.

### **5.9 A case study approach**

Building on the two questionnaires distributed to a large number of trainees, this study essentially employed an instrumental, collective case study design. As Merriam (1998: 26) suggested, *'there is little consensus on what constitutes a case study or how this type of research is done'*. Stake views case study research as a *'choice of what is to be studied'* (Stake 2005: 443), whereas Yin refers to it as a *'comprehensive research strategy'* (Yin 2003: 13). Creswell (2007: 73) adopts an all encompassing view, choosing to view case study research as *'a methodology, a type of design in qualitative research, or an object of study, as well as a product of the*

*inquiry.*' A number of writers (e.g. Yin, 2003, Creswell 2007), in defining case study research, are quite prescriptive in defining the methods of data collection. Yin (2003) maintains that case study research involves the use of multiple sources of evidence, the creation of a case study database, and the maintenance of a chain of evidence. Creswell (2007) similarly emphasises the need for multiple sources of information, specifying that the researcher should explore '*a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g. observations, interviews, audiovisual material, and documents and reports*' (Creswell 2007: 73). The need to be specific about the methods that define case study research is perhaps reflective of Yin's (2003) and Creswell's (2007) view that it is a methodology. My application of the term *case study* within this research is more closely aligned with Stake's (2005) view; it refers to the choice over what was to be studied rather than implying adherence to specific methods defined by others as representing case study research.

From the review of literature it was evident that there are multiple perspectives on the topic of pupil behaviour that represent a form of reality for those involved. Part of the complexity of investigating the development of teachers' thinking in relation to behaviour is that their perspective, whilst individual and personal, is influenced by the perspective of others such as policy makers, the media and those to whom they choose to accord status or respect, such as PGCE tutors or more experienced practitioners. Add to this the impact of experienced events in relation to pupil behaviour and the diversity of schools and it creates a messy picture. As Stake (1995: 17) suggests, '*Issues are not simple and clean, but intricately wired to political, social, historical, and especially personal contexts.*' To return to a motivating factor for this investigation, the simple annual NQT survey question of '*How good was your training (not your induction) in helping you to establish and maintain a good standard of behaviour in the classroom?*' (e.g. TDA 2012b: 62) cannot realistically hope to generate sufficient understanding of the complex factors influencing an individual's sense of preparedness to either accurately appraise, or attempt to improve, the quality of initial teacher education in relation to pupil behaviour. The two questionnaires had probably already pushed the boundaries of what could



be explored through this research method, capitalising on the advantages that the potential respondents were educated to graduate level, had a vested interest in the issues covered and, to some extent, were knowledgeable about the field.

Working from the premise that individuals are involved in a sense-making process in the midst of a broad range of influencing factors, I needed to get closer to individuals than questionnaires allowed. A case study approach offered this opportunity. Essentially, my use of a case study approach involved attempting to learn about individuals in order to '*understand something else*' (Stake 1995: 3). The '*something else*' was the development of the thinking and practice of early career teachers in relation to behaviour. A criticism of case study research is that '*The results may not be generalizable except where other readers/researchers see their application*' (Cohen *et al* 2007: 256). It is fully acknowledged that this research only provides an insight into the development of thinking and practice in seven individuals. The value is in illustrating the complexity of this development and the variation between individuals rather than the potential to claim that there are generalisable findings.

The intention was to explore with the case study participants their perspectives on issues related to behaviour and to do this over a period of time in order to capture any changing views that might relate to growing experience.

### **5.10 The use of semi structured interviews**

My approach to data gathering involved interviewing the case study participants, although, where appropriate, the questionnaires they completed as part of the wider survey were included within the case study. My premise was simple; I could learn about the participants' thinking on behaviour by hearing what they had to say. As Kvale and Brinkman (2009: xvii) suggest, '*if you want to know how people understand their world and their lives, why not talk with them?*' Though Stake (1995: 64) acknowledges the interview as '*the main road to multiple realities*' I am conscious that reliance on this method puts me at odds with those (e.g. Yin 2003, Creswell 2007) who would see the use of multiple methods as a

defining feature of case study research. My concern was with the interpretations the individual is making of their experiences – and here I am using *experiences* to refer to classroom events, interactions with pupils, interactions with peers, more experienced teachers, school based mentors and tutors, and training received, as well as influences such as local and national policy, Ofsted and the media. Providing opportunities for them to talk to me about behaviour issues seemed the best way to gain some insight into these interpretations. This point links back to one made earlier in section 5.1 of this chapter regarding this study sharing a number of the key characteristics of Interpretative Phenomenological Analysis. Certainly it shares the intent to try '*to make sense of the sense-making activities of the participant*' (Langdridge 2007: 108).

The term *interview* covers a multitude of data gathering approaches. A distinction is frequently made between structured, semi structured and unstructured interviews. In the context of understanding the approach to interviewing used within this study, these forms of interview are better viewed as lying on a continuum rather than as distinct categories. At one end, the structured interview is essentially a questionnaire delivered verbally. The interviewer would typically read out a set of pre-determined questions (Thomas 2009) exactly and in the same order as they are printed on the interview schedule (Bryman 2008). Questions are typically very specific and offer the interviewee a choice from a fixed range of answers. This standardisation in both asking the questions and recording the answers means that '*variation in people's answers will be due to 'true' or 'real' variation and not to the interview context*' (Bryman 2008: 194). The structured interview does not allow – nor does it seek – the opportunity for any significant follow up based on the interviewee's response. It would not be appropriate, for example, to pursue an interesting comment from the interviewee by asking spontaneous supplementary questions. At the other end of the continuum is the unstructured interview. Thomas (2009) describes the unstructured interview as being like conversation and suggests that there is no predetermined format beyond the researcher's general interest in the topic. Consequently there is no predetermined set of questions as the idea is that the interviewee should be allowed to set the agenda. The priority is to allow the interviewee to determine the important

issues to cover rather than being constrained to talk about topics the researcher has defined through the questions they have devised. The semi structured interview represents a middle ground and involves the researcher in setting up a general structure by deciding in advance the broad topics to be covered and the main questions to be asked. The researcher can use additional questions to encourage clarification or expansion on the answer given (Drever 1995). In Bryman's (2007) text *Social Research Methods*, coverage of structured interviewing is located in the section on quantitative research, whereas semi structured and unstructured interviews are covered within the section on qualitative research. This is indicative of their association with different research paradigms. For this study, with its intention in the interview phase of developing a better understanding of individuals, the structured interview would not have been appropriate in terms of the capacity to '*capture cases in their uniqueness*' (Hammersley and Gomm 2000: 3). In adopting a case study approach it is important to recognise that this '*involves buying greater detail and likely accuracy of information about particular cases at the cost of being less able to make effective generalizations to a larger population of cases*' (Hammersley 1992: 186). In pursuit of this greater detail I chose to use semi structured interviews. This was because I was approaching the research with some key topics about which I wanted to seek the interviewees' individual views based on the literature and some of the emerging issues from the questionnaires. However, to return to the earlier point, I see structured, semi structured and unstructured questionnaires as lying on a continuum and the approach to questioning I adopted reflected a less structured form of semi structured interview. Though defining a set of questions in advance established a broad trajectory in terms of an intended sequence of topics to be covered, at the level of the interviewee's experience I sought to conduct the interview, as much as possible, as a conversation between two professionals with an interest in pupil behaviour. This meant being flexible in the approach to questioning, responding to the direction the interviewee took the interview, pursuing interesting and often unanticipated lines of enquiry based on responses, adjusting the order of questions spontaneously where this made for a more natural flow to the conversation and shifting the emphasis within the interview where it was clear that a particular issue was of greater significance to the interviewee.

In the spirit of the interview as professional dialogue and to '*capitalize upon interviewers' and respondents' constitutive contributions to the production of interview data*' (Holstein and Gubrium 1997: 114) there were also times when I fed in information, drawing on my own professional knowledge. This was typically where I felt this would stimulate more discussion or cause the interviewee to engage with an alternative perspective on an issue and, through this, reveal something else about their thinking in relation to pupil behaviour. This reflects Holstein and Gubrium's (1997: 123) view of '*the consciously active interviewer intentionally (provoking) responses by indicating – even suggesting – narrative positions, resources, orientations and precedents*'.

In essence, the interviews conducted reflected Holstein and Gubrium's view that an interview is '*a social encounter in which knowledge is constructed*' and '*is not merely a neutral conduit or source of distortion, but ...a site of, and occasion for, producing reportable knowledge itself*' (Holstein and Gubrium 1997: 114).

Such an approach reduces the potential to make direct comparisons between the responses of the individual interviewees to individual questions but this was not the aim of the case study phase and, again reflects Hammersley's (1992) trade-off between detail and the ability to generalise.

### **5.11 Selection of participants for the case study phase**

I purposely refer to the selection of case study participants rather than applying the term 'sample'. Thomas (2011) argues that 'sample' is the wrong word to use in relation to case study research because '*the point of a case study is not to find a portion that shows the quality of the whole*' (Thomas 2011: 62). This reflects Stake's (1995) view that case study research is not sampling research and so cases are not studied primarily to understand other cases. Referring specifically to collective case studies, Stake acknowledges that these might be designed with more concern for representation but the representative nature of a small sample would still be difficult to defend.

Though 171 PGCE students completed the first and second questionnaires, the range available from which to select case study participants was reduced to 100 when those who had not given permission to be contacted for possible involvement in future stages of the research were excluded. This was further reduced by my pragmatic decision that interviews should be restricted to those trainees who now had addresses in Kent or the London boroughs in the interest of time and expense.

Though I was not aiming for general representativeness in the selection process, my intention was to make the selection based on questionnaire responses related to self-reported confidence in relation to behaviour and the level of priority attached to learning more about behaviour.

For the first stage of the selection process, data gathered from the second questionnaire (questions 2 and 6b) was used to develop different categories of respondent to target for involvement in the case study phase. This allowed division into four categories shown in table 5.11.1.

<b>Category 1</b> High confidence Low priority	<b>Category 2</b> Low confidence Low priority
<b>Category 3</b> High confidence High priority	<b>Category 4</b> Low confidence High priority

Table 5.11.1 Four categories used for selection of interviewees

In determining a level of confidence as being low I arbitrarily defined 7 as the threshold to categorise as high confidence. Trying to view completion from the perspective of the respondent, I considered that registering a 7 or above would be a likely indication of a conscious decision to register that they felt secure in their practice. A rating of 6 or less would therefore be categorised as low confidence. Taking into account different dispositions that may have meant certain respondents were reluctant to give themselves the highest rating, 6 was deemed to be the point at which it

would be assumed that a respondent was registering a lack of confidence rather than just displaying modesty in talking about themselves.

Potential case study participants who fell into one of the four categories were initially approached via a letter, followed up by an email to all those who had given consent to be approached regarding involvement in the research for whom a current email address was available. Disappointingly the result was only eight individuals agreeing to be involved. Of these, one withdrew after the first interview due to personal issues. The case study data was therefore based on interviews with the 7 participants listed in table 5.11.2. Each was given a pseudonym for reporting purposes in order to preserve anonymity.

Respondent Number	Pseudonym	Age (at start of PGCE)	Phase	Category
78	Nick	32	Secondary	Low confidence, High priority,
169	Heather	25	Primary	High confidence, Low priority
43	Kirsty	21	Secondary	High confidence, Low priority
67	Mark	24	Secondary	High confidence, High priority
97	Tom	39	Secondary	High confidence, Low priority
57	Justin	34	Secondary	High confidence, High priority
152	Sarah	33	Primary	High confidence, High priority

Table 5.11.2 Case study participants

It is important to recognise that the group of case study participants effectively selected themselves. Despite the intention to use a selection process that would have given me choice regarding the final group and potentially allowed even distribution between the four categories identified in table 5.11.1, I ultimately decided to use all of the few who volunteered for

involvement. A notable feature is that, with the exception of one, all of them rated their confidence as high. If there was a concern with representativeness of those selected in relation to all those who completed the questionnaire, and possibly PGCE students generally, it must be acknowledged that this represents a skewed sample. Any findings generated need to be viewed as emerging from data gathered from a group of participants who, with the exception of one, reported that they felt confident in relation to behaviour at the end of their training. It would be reasonable to assume, or at least not discount the possibility, that students with lower levels of reported confidence at the end of their training might have expressed different views in relation to questions asked in interviews conducted during the case study phase. It is also conceivable that those who put themselves forward did so because they had something they wanted to say on behaviour or an opinion they wanted to air which again might distinguish them from their peers who did not volunteer.

As table 5.11.2 shows, the group of case study participants included males and females and a range of ages. While this gives some protection from a suggestion that particular interview responses may be explained by age or gender, there is no attempt to analyse or discuss the data in these terms. This decision was based on the assumption that, in such a small group, differences in views were far more likely to be the result of other individual differences between case study participants, rather than whether they were male or female or of a particular age.

### **5.12 Design of the first interview**

In each interview the sequence of questions asked followed a thematically similar line of enquiry. This provided the facility for some consideration of similarities and differences in relation to the answers of the different participants. However the questions were personalised for each of the case study participants based on their questionnaire responses. An example interview schedule is provided in Appendix 10.

Consideration was given to the order of the questions so that the participant encountered those first that, though exploring their views and experiences, were not tackling potentially sensitive issues such as perceptions of

competence and confidence. The intention was to put them at their ease. In developing a relationship with participants I had some advantages compared to an outside researcher. Though not a tutor on the PGCE programme, I was already known to the case study participants. This meant that they were able to engage in dialogue, aware that I was familiar with the institution and the PGCE programme and had some understanding of issues associated with the training of teachers in relation to behaviour. The potential disadvantage was that I could be viewed as representing the institution and this might influence the candour with which the case study participants commented on their experiences of training.

The questions asked were divided into five main areas: Sources of Learning, Reading and Accessing Information, General Confidence, Specific Behaviours and Associated Confidence, Responses to Specific Scenarios and the NQT Year. Depending on their questionnaire responses, more questions were prepared in particular categories for some participants. In keeping with the semi structured nature of this research method, supplementary questions were also asked during the interview process.

In exploring sources of learning, two main questions were asked to all seven participants. The first of these related directly to question 7 in the first questionnaire and explored whether, within their PGCE course, the trainee had received the training they predicted they needed to increase their feelings of confidence in establishing and maintaining a good standard of behaviour. The second question drew specifically on the respondent's predicted sources of learning in question 7 of the first questionnaire to explore where and how they learned about those areas they considered would be important for coverage during the PGCE course.

The next section of the interview concerned the reading and accessing of information by the respondent. For all respondents, two key questions were asked. The first question asked the respondent about the sources they had identified in question 4 of the first questionnaire as influencing their thinking and practice. Depending on the response provided in the



questionnaire, the questioning focused on either the reason for selection of certain sources and the rating given or the lack of sources identified.

The second question pursued a similar theme but involved presenting the respondent with a printed list of titles and their accompanying blurb from a well known internet based bookseller. The interviewee was asked to look over the list and identify those books that, based on this limited information, they would be drawn towards or would be likely to avoid. The selection of books was made based on my professional experience and included those that emphasised their practical nature, those that implied through their blurb that they were more theoretical and those that sounded more focused on more extreme behaviour.

Issues of confidence were explored by initially reminding the interviewee of their general confidence rating in the two questionnaires and asking them to comment on the difference. They were also asked to comment on their current level of confidence.

The interviewee was shown their responses to question 5 from the second questionnaire regarding how frequently they anticipated encountering a range of behaviours and their level of confidence in dealing with these. They were asked firstly to comment on whether the predicated frequency reflected the reality of their experience in their first year of teaching. They were then asked to indicate whether their confidence rating had changed in relation to any of these behaviours.

The behaviour scenario from question 8 of the second questionnaire was re-visited. The interviewee was reminded of their response and asked to comment on whether this would still be the same. The rationale for the inclusion of this question was that experiences in practice may have exerted an influence on their original thinking.

The final section of the interview focussed on the NQT year and explored the extent to which the case study participants' general expectations at the end of training about what it was like to be a teacher matched with their subsequent experiences in practice. In the context of the discourse on behaviour as a national problem and a major concern for teachers this was

the opportunity for comments that would indicate whether this was the reality experienced by the interviewee. A further question asked the interviewee to indicate what advice they would give to a trainee who had just finished training and was about to take up their first post. Again, the purpose was to gain some insight into the level of priority attached to the management of pupil behaviour.

### **5.13 Design of the second interview**

The second interview, conducted towards the end of the case study participants' second year of teaching, was based on the use of three video extracts. The purpose was to gain some insight into how new teachers, when observing practice, make judgements about strategies and approaches that they might seek to emulate or incorporate in their own repertoire. The decision to explore this issue through this means was based on the emerging issue from the questionnaires and the first interviews that observing and talking to teachers was a valued source of learning. The interview schedule is provided in Appendix 11.

The use of video extracts as a research method is related to the use of vignettes, defined by Finch (1987:105) as '*short stories about hypothetical characters in specified circumstances, to whose situation the interviewee is invited to respond*'. Though Finch was describing the use of vignettes within a quantitative paradigm, others (e.g. Hill 1997, Hazel 1995, Hughes 1998) offer similar definitions of their use within qualitative research. Within the context of this research, the video extracts had the dual purpose of eliciting responses to typical scenarios (Hill 1997) and studying respondents' perceptions, beliefs and attitudes (Hughes 1998). Hughes urges caution in assuming that how an individual responds to a vignette will reflect how they will respond to a similar situation in real life, suggesting that '*we do not know enough about the relationship between vignettes and real life responses to be able to draw parallels between the two*' (Hughes 1998:384). The intention within this research was not to make specific predictions about how an individual would act in a given situation but to use the responses elicited in relation to a video extract to shed light on the respondent's priorities and what this might reveal about underlying perceptions, beliefs and attitudes.

Eskelinen and Caswell (2006) argue that a video is more rich and motivating than vignettes in the more commonly used written narrative form (Barter and Renold, 1999) and it is easier for participants to grasp the situation and identify with it. Like Eskelinen and Caswell's video vignettes that included a social worker, the video extracts used in this research included a teacher. For Eskelinen and Caswell's social worker participants *'the presence of the social worker in the vignette brought the situation closer to the respondents' everyday practice and thus ordinary social work'*. (2006: 499). The same is probably true of the teachers in this study, at least at the level of depicting someone carrying out a role similar to their own. This inevitably provokes thoughts about how they might have responded in a similar situation and potentially views on the actions of the teacher depicted. More importantly however, the video extract represents a de-personalised experience, allowing the respondent to talk about what the person in the extract did wrong or should have done differently. This is a lot less threatening than talking about possible shortcomings in their own practice and it also frees them to talk about the class of pupils depicted rather than being constrained by considerations of their own capacity to implement these actions with the real individuals in their own class.

Two types of video extract were used within the research. The first was an extract from a training resource produced by the Training and Development Agency (TDA). This was an acted scenario and as such was structured so that the specific training points were exaggerated and therefore very evident to the viewer. The original resource featured each school based scenario acted out in three different ways with the same actress portraying a passive teacher, an aggressive teacher and an assertive, non aggressive teacher. The last style of teacher was intended to represent good practice. For this research the portrayal of the aggressive teacher was chosen as it was felt that this depicted a teacher who managed behaviour but did not achieve this through good practice. The other two video extracts were edited clips from Teachers TV. Teachers TV was a government funded TV and online video service that was launched in 2005 and operated until April 2011. Many of the programmes were filmed inside real classrooms, with teachers sharing good practice and ideas for lessons. I selected and edited

extracts that depicted classroom situations as far as possible uninterrupted by the programme's narrator.

The TDA materials potentially offered the opportunity to identify what the respondent considered to be key training points and therefore reveal something about their thinking when observing practice. However, it is recognised that spotting the training points gives little indication of the individual's capacity or inclination to implement these approaches in a real life situation. The follow up questions were framed in terms of what they would advise this teacher. The purpose was to identify the participant's articulated priorities in relation to behaviour and also allow subsequent analysis of the language they used to talk about classroom behaviour, in order to consider perceptions, beliefs and attitudes.

For the second video extract, the primary and secondary case study respondents were shown different clips from a Teachers TV programme depicting classroom practice in their phase. The extracts offered very much the same opportunities as the first video clip for the case study participants to comment on the practice depicted but without the exaggeration of specific training points.

For the third extract the primary case study participants were shown an extract of a Teachers TV programme that depicted a school's use of assertive discipline (Canter and Canter 1992) system. Their secondary counterparts watched an extract depicting the use of a system referred to as Behaviour for Learning. As discussed in Chapter 4 (pg 92), this system was developed by a Birmingham school but has attracted some interest and been adopted by a number of schools nationally (Elkin 2004, Smithers 2005). The third extract was intended to explore how the case study participants made critical judgements about whole school policy.

#### **5.14 Design of the third Interview**

Reflecting the relationship that had developed over the previous two interviews, the third interview was the least structured in the sequence. The interview schedule is provided in Appendix 12. It was designed to re-visit some of the themes from the first interview regarding views expressed

in relation to the preparation provided by initial teacher education. The premise was that, reflecting the stages of teacher development put forward by Fuller and Brown (1975) and Furlong and Maynard (1995), there might be recognition from the case study participants that concerns they had whilst in training and their first year of teaching had now changed. Associated with this, there might be a view that their training had contributed to longer term needs in a way they had not originally recognised. The third interview also re-visited issues regarding the behaviour that caused greatest concern and their confidence in dealing with this.

The theme of how the case study participants acquired, selected and evaluated behaviour strategies was pursued. This line of enquiry reflected the theme running through responses in the first and second interviews that suggested that formal and informal advice from colleagues and a level of intuition were the major factors rather than any significant engagement with literature or research.

Reflecting the timing of the third interview, the participants were also asked to consider an extract (see Appendix 13) from the Coalition government's Education White Paper (DfE 2010a). This was used as a stimulus for discussion and was intended to shed some light on the participants' perspective on pupil behaviour and beliefs about behaviour in schools generally as well as providing an indication of their capacity to critically reflect on policy and guidance.

### **5.15 Reliability and validity in relation to the case studies**

At a simple level, reliability can be understood as '*the extent to which a research instrument such as a test will give the same result on different occasions*' (Thomas 2009: 105). Validity is the extent to which a test or procedure '*measures or describes what it is supposed to measure or describe*' (Bell 1993: 65). Behind these simple definitions lie complex issues, particularly in relation to their applicability within qualitative research. Even in the simple definitions provided above, a problem of the priorities and purpose conveyed by the language used is evident. Measurement, for example, is typically not a major preoccupation for

qualitative researchers (Bryman 2008), and the notion of a test or testing could be viewed as belonging to the positivist tradition.

The concepts of reliability and validity are contested areas within qualitative research. Arguing that the field of qualitative research needed to employ different criteria rather than drawing on those used by quantitative researchers, Lincoln and Guba (1985) put forward the four terms of *credibility*, *transferability*, *dependability* and *confirmability* as equivalents for the conventional terms *internal validity*, *external validity*, *reliability* and *objectivity*. They assert that the introduction of these terms is '*not simply to add to naturalism's mystique or to provide it with its fair share of arcane concepts, but to make clear the inappropriateness of the conventional terms when applied to naturalism and to provide alternatives that stand in a more logical derivative relation to the naturalistic axioms*' (Lincoln and Guba (1985: 301)

These four terms have formed the guiding principles in relation to this study. *Credibility* relates to the degree to which findings make sense (Lincoln and Guba 1985). This was supported through prolonged engagement with the participants and opportunities within the sequence of interviews to revisit topics discussed on previous occasions. The group of participants comprised male and female teachers of different ages, working in different phases, in different schools and in different geographical locations. This reflects Shenton's (2004) view that credibility can be supported through involving different types of participants and different sites.

*Transferability* is viewed by Lincoln and Guba (1985) as the extent to which the findings and any conclusions drawn can be applied to other settings or situations. This, in itself, is not that dissimilar to the concept of external validity. However, the difference lies in the responsibility of the researcher and the reader. The responsibility of the researcher is to ensure that sufficient contextual information about the fieldwork sites is provided to enable the reader to make decisions about transferability. It is the responsibility of the reader, having read the description within the research report of the context in which the work was undertaken, to determine how

far they can be confident in transferring findings and conclusions. In approaching the process of writing up the research I was very conscious of the need to provide an audit trail to ensure that the reader was able to trace the course of the research step-by-step via the decisions made and procedures described.

*Dependability* is linked to transferability and involves the detailed reporting of the processes used within the study so that there is the potential for a future researcher to repeat the work, even though they would not necessarily gain the same results or make the same interpretation. Through the level of detail provided, the reader is also able to make their own assessment of the extent to which proper research practices have been followed. In this chapter, and throughout the thesis, I have sought to set out clearly what was done.

*Confirmability* involves incorporating measures to help ensure as far as possible that the findings within the research are the result of the experiences and ideas of the participants, rather than the characteristics and preferences of the researcher. The process adopted of recording interviews, transcribing them verbatim and quoting interviewees' actual words is one way in which confirmability was pursued in this study. This means that the reader is able to make a judgement about whether my interpretation of a point made by a particular interviewee appears reasonable. The notion of an audit trail that provides detailed accounts of the decisions taken at every step of the data gathering process and in relation to interpretations made at the analysis stage is once again relevant. Reflecting this concern with capturing the twists and turns within the research process, Miles and Huberman (1994) consider that a key criterion for confirmability is the extent to which the researcher admits their own predispositions. Throughout this study I have attempted to make clear the reasoning behind particular decisions, including open acknowledgement of any of my beliefs and assumptions that may have exerted an influence. I have also endeavoured to offer reasons for favouring one approach when others could have been adopted and acknowledge weaknesses in the techniques actually employed. It is also hoped that the detailed

methodological description allows the integrity of research results to be scrutinised.

Triangulation is often referred to in relation to confirmability. This can take a number of forms. It may involve the use of different methods to investigate the same phenomenon. The idea behind this approach is that this can both compensate for the individual limitations of particular methods and capitalise on their respective benefits. Though this study used questionnaires and interviews, the purpose was not triangulation; these were two separate phases of the research. However, as described earlier, within the sequence of interviews conducted different approaches were used so that participants encountered a number of different stimuli to elicit their perspectives on behaviour related issues.

Another form of triangulation involves the use of a wide range of participants. Shenton (2004: 66) suggests that this means that individual viewpoints and experiences can *'be verified against others and, ultimately, a rich picture of the attitudes, needs or behaviour of those under scrutiny may be constructed based on the contributions of a range of people.'* Though the selection of seven case study participants was not underpinned by a desire to generalise, involving a range of individuals was important in the context of a collective case study intending to shed some light on the thinking of teachers in the early stages of their careers. It allowed for some cross checking to determine whether an individual within the group represented a lone voice in expressing a particular view or attaching significance to an issue or there was some commonality amongst the group in how they were interpreting their experiences as they moved through their early years as teachers.

#### **5.16 Ethical considerations in the use of interviews**

As already stated, the study as a whole was subjected to the ethical approval procedures required by the University. Within this process ethical approval for the interview phase of the research was also sought specifically.



Kvale and Brinkman (2009) suggest that it is possible to identify three main areas of ethical issues related to interviewing – informed consent, confidentiality and the consequences of interviews. Informed consent was gained in two stages. Initially a letter was sent to all those individuals identified as possible interviewees (see Appendix 14). This contained general information related to the first interview. Once the case study participants were identified, a shorter information sheet was developed (see Appendix 15). This was subsequently adapted and used as the formal information sheet for the second and third interviews (see Appendices 16 and 17), though by the second interview a relationship had been established and this was supported by email dialogue regarding the focus of the interview.

As an interpersonal interaction between the interviewer and interviewee, an interview cannot be anonymous at the point at which the individual provides their data. However, the interviewee has a right to expect that the interview data is treated confidentially and used only for the stated purposes. The interviewees involved in the case phase of the research were reassured of this through the written information provided and verbally. Care was also taken to ensure through the use of pseudonyms in transcriptions and the thesis itself that anonymity was preserved. As those interviewed were talking about their own practice there was potential for specific details to act as identifiers of the individual or their institution. Care was taken to remove such details.

Kvale and Brinkman (2009) suggest that the consequences of the interview process are considered in terms of possible harm to the participants as well as the possible benefits. One possible benefit for the participants was the opportunity to reflect on their practice with a researcher knowledgeable in the field. It is likely to be quite rare for teachers, particularly those in the early years of their careers, to engage in this process with someone who is not in a position, ultimately, to make judgements on their practice. The adoption of an active interviewing process meant that each interview was an individualised process to a considerable degree, despite being underpinned by some core questions. Issues could be responded to and explored as they arose. Though this opportunity for supported reflection is

a potential benefit, Kvale and Brinkman (2009: 73) warn that *'long and repeated interviews on personal topics may lead to quasi-therapeutic relationships'*. The interviews conducted as part of this research were not directly exploring personal topics but it was evident in the third interview with Mark, for example, that he was prepared to share quite personal thoughts about the difficulties he was experiencing with pupil behaviour and his views about his future in the teaching profession. As the researcher there is a need to *'be aware that the openness and intimacy of...qualitative research may be seductive and lead participants to disclose information they may later regret having shared'* (Kvale and Brinkman 2009: 73). In attempting to foster a close relationship with interviewees it was also necessary to ensure that this did not lead them into talking about sensitive areas and then leave them without the necessary support to deal with these. From my background working in the field of behaviour support I was well equipped to deal with teachers' personal anxieties about pupil behaviour but it was still necessary to ensure that the trajectory of the interviews did not lead the conversation into areas that would have led the participant to feel more insecure or vulnerable as a result of the experience.

#### **5.17 The approach to the analysis of questionnaire data**

The questionnaire data was entered into SPSS in order to generate descriptive statistics related to the 171 respondents. Descriptive statistics is a branch of statistics that focuses on collecting, summarising and presenting a set of data (Levine and Stephan 2010). Such statistics make no inferences or predictions; they simply report what has been found, in a variety of ways. This is different to inferential statistics where the intention is to make inferences and predictions based on the data gathered (Cohen et al 2007). In making this important formal distinction, the value of the analysis of data from this particular set of PGCE students should not be underestimated. Though not offering the opportunity to make inferences and predictions, the descriptive statistics generated from the questionnaires have the potential to raise questions about the experiences of other PGCE students. This may be no more formal than simply pondering on the implications for policy and practice *if* others held similar views.

The questionnaire data was analysed in relation to:

- The level of priority attached to behaviour.
- Expectations regarding behaviour in schools.
- Individual feelings of confidence in relation to behaviour.
- The selection of behavioural strategies.
- Sources of professional learning.

In reporting the data, percentages are used to present the responses as it is felt that broad differences in proportion are likely to be the most accessible and relevant guide for the reader.

Many of the questions that provide the data involved either rating scales or Likert scales. Essentially, when using such scales, qualitative data in the forms of perceptions and opinions is converted into numerical form by the respondent at the point they select their response. This raises important issues to be aware of when interpreting the data gathered from individuals collectively. For example, when using Likert scale questions based on response categories of *strongly agree*, *agree*, *neither agree nor disagree*, *disagree* or *strongly disagree* it is possible to calculate the number of people recording each response. From this it is possible to identify the most frequently occurring response (the *mode*). Interpreted with caution this can have some value. For example, it might be possible to identify that the most common response to a question was either *Agree* or *Strongly Agree*. If, on inspection of the data, the responses under the categories of *neither agree nor disagree*, *disagree* or *strongly disagree* collectively totalled less than 50% it would be possible to comment that most people in the group registered agreement with that particular statement. However, there is still a question over whether differences in the proportion of respondents recording 'agree' or 'strongly agree' is a reflection of their decisiveness, as some people may simply be less inclined to express firm opinions. For this reason it is sometimes more helpful to view responses just in terms of expressions of agreement, (combined 'strongly agree' and 'agree' responses), levels of disagreement (combined 'strongly disagree' and 'disagree' responses) and ambivalence ('neither agree nor disagree' responses). However, discretion in analysis is important, as it can be valuable to examine more closely those questions that seem to attract a particularly high proportion of responses in the *strongly agree* and *strongly*

*disagree* categories. It would be possible to speculate that these are issues about which respondents tend to have stronger views. Analysis necessarily involves an ongoing interaction with the data; questioning what it might mean and considering alternative explanations.

The mean and standard deviation are presented in Chapter 6 in relation to data gathered through a number of the scaling questions used in the questionnaires. The *mean* is probably the most familiar measure of central tendency and is what most people think of when they refer to ‘the average’ (Connolly 2007). It is calculated by adding all the values in the data set and dividing by the number of observations in it. Connolly (2007) argues that it is preferable to use the mean where possible because it is widely understood and familiar. The standard deviation is a measure of how spread out the numbers are that contribute to the mean. For example, on a 10 point scale such as the one used in question 6 of the first and second questionnaires, a very similar mean can result through either a lot of respondents giving responses clustered around the central point (4 – 6) or respondents clustering more towards the extremes (1-2 or 9 -10). In terms of interpreting the data, the awareness of the spread of responses about the mean is important.

There are a number of caveats to consider in relation to the questionnaire data where the mean and standard deviation are presented. The data gathered from a scale like that used in question 6 is ordinal. In other words there is a logical order to the responses available. To take question 6b as a specific example, the respondent is asked to record on 1 -10 scale how confident they feel about their ability to establish and maintain a good standard of behaviour in the classroom. It is reasonable to assume that for the individual *a response of 6* indicates greater confidence than response of 5 and less confidence than a 7. Though there is an order, there is no guarantee that the intervals between the numbers are equal in size. For example, the jump from an 8 to a 9 might just represent a small difference in the degree of confidence in the mind of the respondent, whereas the jump between a 9 and 10 may assume greater significance, representing the difference between being very confident and a feeling of complete confidence. Calculating a mean in relation to this question

neglects this issue and assumes the numbers to be evenly spaced, with, for example, a 2 being twice the value of a 4. In light of these caveats, the analysis of data presents the mean and standard deviation where this aids accessibility but accompanies this with discussion of possible interpretations that take into account the essentially qualitative nature of data behind the figures.

In light of the small proportion of primary respondents, the data was not analysed in terms of differences between those following different phases. A key purpose of the questionnaires was to explore in more depth topics linked to issues raised by national surveys such as the Annual Newly Qualified Teacher survey (e.g. TA (2012b) and the NFER Teacher Voice survey (NFER 2008, 2012). Reflecting the approach typically adopted in these, there was no attempt to analyse the data according to gender.

### 5.18 The approach to the analysis of interview data

The three interviews from each of the seven case study participants were transcribed from the audio recordings. This yielded the large quantity of interview data for analysis shown in table 5.18.1.

Interviewee	Interview Word Count			Total
	Interview 1	Interview 2	Interview 3	
Tom	4710	4043	9420	18,173
Mark	5088	5124	11,751	21,963
Nick	9223	6493	7862	23,578
Justin	9795	3944	4323	18,062
Heather	9686	6377	10,417	26,480
Sarah	10,358	9657	9876	29,891
Kirsty	3558	5386	7423	16,367

Table 5.18.1 The quantity of interview data collected

Each of the interviews was read and re-read. Through this process of constant comparison (Lincoln and Guba, 1985) broad categories were developed that reflected the topic on which the interviewee was commenting. These were:

- Context
- The process of learning
- Knowledge, skills and understanding
- Concern about behaviour
- Perception of Preparedness
- Individual Interpretation

In making this claim, it should be recognised that the process of arriving at these categories through reading the transcripts was inevitably influenced to a degree by my own views of the significant topics, the interview questions I had designed and my awareness of general themes within the literature related to teacher training and behaviour. In managing this influence, at the same time as the categories were identified, criteria were developed for assigning the interviewee's comments to these. The criteria were extended and refined where necessary. An additional category was added if a particular participant's responses could not reasonably be incorporated into an existing category, even with an extension of the inclusion criteria. An example of this was the separation of *the process of learning* as a distinct category as it was felt that this was not satisfactorily encompassed within *knowledge, skills and understanding*. There appeared to be an important distinction to capture between *how* knowledge, skills and understanding developed and comments that revealed something about what represents knowledge, skills and understanding in relation to behaviour. This dynamic and responsive approach of reading to identify the categories but revising the categories based on reading reflects Taylor and Bogdan's (1984) reference to the researcher simultaneously coding and analysing data as part of the constant comparison process.

Individual comments made by the case study participants were annotated with the category to which they related. Some of the comments from the interviewees related to more than one category. In this case both categories were recorded. Table 5.18.2 sets out the final research categories used and the inclusion criteria.

In addition to the assigning of the interviewees' specific comments to the categories, the transcripts were annotated with additional notes. This

<b>Category</b>	<b>Inclusion criteria</b>
<b>Context</b>	<p>The interviewee refers to a factor that points to the school in which they were placed during training or are currently working as a factor in their professional development.</p> <p>The interviewee refers to a specific experience or encounter (with an adult, child or source of learning) where there is no guarantee this would have been encountered in a different context.</p> <p>The interviewee indicates through their comment that the applicability or success of a strategy or approach is likely to be influenced by context.</p>
<b>The process of learning</b>	<p>The interviewee indicates through their comment where their own learning in relation to behaviour comes from, an opinion on the contribution of different sources of learning, or an insight into the process of learning.</p>
<b>Knowledge, skills and understanding</b>	<p>In their response the interviewee talks about an aspect of practice (their own or observed) that reflects a recognised issue, strategy or approach in relation to behaviour or learning. They appear to be drawing on a knowledge base.</p> <p>The interviewee offers an opinion on, or implies through their comment, what the knowledge base for behaviour needs to include.</p>
<b>Concern about behaviour</b>	<p>The interviewee expresses a view that indicates their beliefs about behaviour in schools generally.</p> <p>The interviewee expresses a view that indicates their level of concern about behaviour generally in their particular school/class.</p> <p>The interviewee identifies a specific behaviour(s) causing concern.</p> <p>The interviewee indicates how much of a priority behaviour is for their professional development.</p>
<b>Perception of Preparedness</b>	<p>The interviewee makes a direct comment that indicates their level of preparedness. This might be expressed as an appraisal of confidence or competence.</p> <p>The interviewee refers in a comment to particular areas for development.</p>
<b>Individual Interpretation</b>	<p>The interviewee makes a comment indicating that they are individually reflecting and making sense of a behaviour related issue (by implication in a way that may be unique to them).</p> <p>The individual indicates through their comments particular beliefs about behaviour (e.g. cause, how the teacher should deal with it, how children learn to behave better or stop behaving badly).</p> <p>The interviewee reveals something about themselves (e.g. past experience/role) that might lead them to make sense of a behaviour related issue in a way that another teacher might not.</p>

Table 5.18.2 Analysis categories

process of annotation had parallels with the memo-writing, or ‘memo-ing’ that is often a feature of grounded theory research (Willig 2008) and the practice within Interpretative Phenomenological Analysis of appending exploratory comments to original transcriptions of interview data (Smith et al 2009). The annotations typically coupled descriptive commentary with

conceptual comments linking the interviewee's comments to the category heading and the research questions. An example of an interview annotated in this way is provided in Appendix 18.

This was the first stage in developing an in-depth understanding of the individual case study participant. Once annotated in this way, the interview data was reorganised using a two column table format. For each interview the quotes from the interviewee related to a particular category were collated. The annotations related to the quote were initially copied from the interview transcript in the parallel column. The opportunity was taken to develop these further through reflection on the initial annotation and the specific quote to which it related. This process also allowed closer interrogation of quotes that reflected more than one category and in some cases the reappraisal of the category to which the quote had originally been assigned. An example of this part of the analysis process is provided in Appendix 19.

As the example in Appendix 19 illustrates, the combined quotes and annotations became substantial documents. Collating in this way allowed review of both the quotes from a particular interviewee linked to a particular category and my own thoughts on these. This re-organisation of data also facilitated the cross-case analysis that Merriam (1998) suggests is necessary in multiple case study research. It was possible, for example, to view all seven interviewees' comments that related to 'Context' together, allowing commonalities and differences to be explored.

From the analysis of the data and the exploration of literature conducted in chapters two, three and four, the focus for each of the three chapters that draw on the case study phase of the research was identified. Through the depiction of the primary links, Figure 5.18.1 illustrates how the data within the six analysis categories fed into chapters seven, eight and nine.



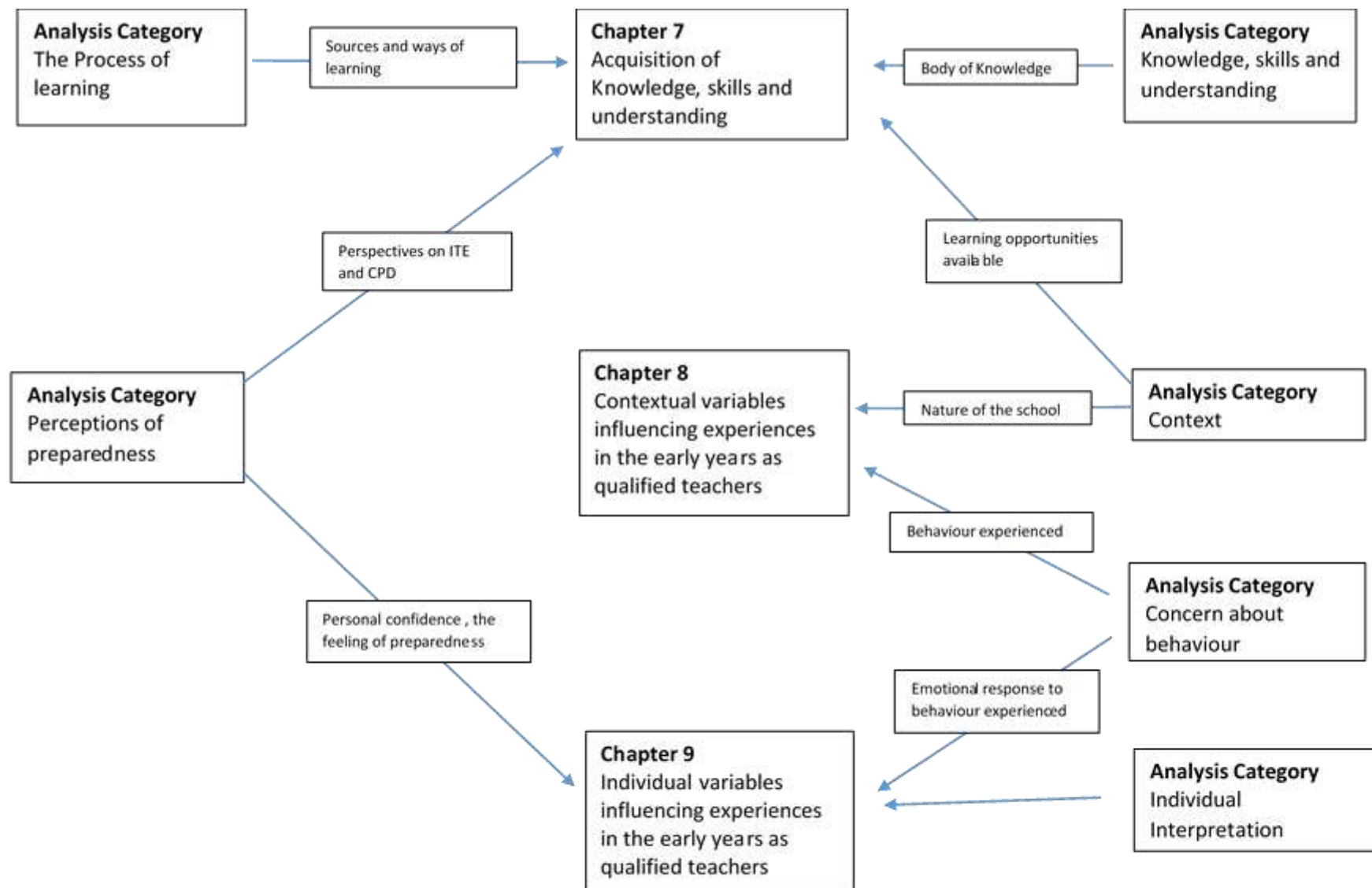


Figure 5.18.1 Diagrammatic representation of the primary links between analysis categories and chapters 7, 8 and 9

## **5.19 Summary**

This chapter has provided an in-depth exploration of the reasons for the methodology, the research design and methods that generated the data upon which this thesis is based. Within the broad planned trajectory of an initial pair of questionnaires completed at the beginning and end of the PGCE year and a follow up case study phase involving interviews, the iterative approach adopted allowed the research to be conducted in a responsive manner. As a whole, the methodology sought to challenge the reliance nationally on survey data (e.g. TA 2012b and NFER 2012) to comment on teachers' preparedness in relation to pupil behaviour. The aim was to explore the complex issues related to teachers' personal feelings of preparedness through engaging with individuals and gaining an insight into how their thinking and practice developed.

The questionnaire phase adopted quite a conventional approach based on entry and exit perspectives to explore issues related to the popular discourse of teachers both feeling underprepared in relation to managing behaviour and viewing pupil behaviour as a major concern. The case study phase was perhaps less conventional. This was not so much in the general principle of following up a broader survey with a series of interviews but in the adoption of an approach that had parallels with Holstein and Gubrium's (1997) notion of active interviewing. The longitudinal dimension was important in recognising the possibility that views may change over time as part of the process of progressing from a trainee to an early career teacher with three years' experience. Though interviews were used as the sole method of data collection during this phase, the incorporation of different stimuli (e.g. video extracts, the book selection exercise, the 2010 White Paper extract), coupled with the active interviewing process described, enabled the collection of rich data on the development of the case study participants' thinking and practice in relation to managing pupil behaviour.

The nature of the research means that trustworthiness (Guba and Lincoln 1985) is more relevant than familiar concepts of reliability and validity. It is hoped through this chapter, and throughout the thesis, that clear regard for

the concepts of credibility, transferability, dependability and confirmability has been demonstrated.

## **Chapter 6 What does the questionnaire data reveal about the development of thinking and practice in relation to behaviour?**

### **6.0 Introduction**

As discussed in Chapter 1, there is an established discourse on teacher training and behaviour. There are three contributing strands to this: behaviour in schools is represented as problematic, initial teacher training is viewed as offering insufficient preparation and beginning teachers are portrayed as worried. The questionnaires conducted at the beginning and end of the PGCE course represented an important phase of the research, exploring, in an extended form, issues of the adequacy of training provided and perceptions of competence and confidence related to pupil behaviour in much the same way as other research that has informed this established discourse. As such, the questionnaires provided an insight into the extent to which the group of PGCE students surveyed reflected the discourse. In the context of the methodology adopted, this phase of the research scoped a range of issues to inform the focus and design of the first set of interviews conducted with the case study participants

The responses to the questionnaires presented quite a positive picture overall regarding general confidence related to pupil behaviour, the degree of realism about the behaviours likely to be encountered most frequently and the preparation provided by the PGCE course as a whole. Despite this, there was evidence that behaviour assumed a high level of priority in respondents' thinking about their practice and a clear indication of a perception that the university based aspects of the course made quite a limited contribution to the development of their thinking and practice in relation to behaviour.

### **6.1 The priority attached to learning about behaviour**

The suggestion from the current government's former expert adviser on behaviour, Charlie Taylor, is that being able to manage pupil behaviour represents a fear for trainee teachers (DfE 2012a). It is also an area in which some surveys (NFER 2008, 2012) indicate teachers consider their training to have been weak. An assumption, therefore, might be that this would be an area the PGCE students surveyed would see as a priority for

coverage in their training. Data gathered within the first questionnaire and presented in table 6.1.1 would bring such an assumption into question.

Area of Learning	Frequency Identified as a top 5 priority
Help you plan your teaching to achieve progression for learners	70.2%
Provide you with the relevant knowledge, skills and understanding to teach your specialist subject	69.6%
Help you use a range of teaching methods that promote children's and young people's learning	68.4%
Help you to establish and maintain a good standard of behaviour in the classroom	63.7%
Prepare you to teach learners of different abilities	59.6%
Help you to understand how to monitor, assess, record and report learners' progress	50.9%
Help you understand the National Curriculum	43.3%
Prepare you for your teacher's statutory responsibility for the welfare and safety of children and young people	25.7%
Provide you with the knowledge, skills and understanding to use information and communications technology (ICT) in your subject teaching	10.5%
Prepare you to work with learners with special educational needs	11.1%
Prepare you to work with teaching colleagues as part of a team	7%
Prepare you to communicate with parents or carers	5.3%
Prepare you to teach learners from minority ethnic backgrounds	1.8%
Prepare you to work with learners with English as an additional language	1.8%
Prepare you to work in a team with staff supporting you in the classroom (e.g. nursery nurses, technicians, teaching assistants)	1.8%

Table 6.1.1 Frequency with which particular areas of professional learning were identified as a top 5 priority at the beginning off the PGCE course (n = 171)

For this question respondents had been asked to identify their top five priorities for coverage on the PGCE course from a range of 15 areas of professional activity provided. Though *Help you to establish and maintain a good standard of behaviour in the classroom* was selected by a sizeable proportion (63.7%) of respondents, it was not the universal priority that Charlie Taylor's observation would suggest it might be. Three other areas of professional learning appeared more frequently within respondents' top 5 priorities. These were *Help you plan your teaching to achieve progression*

*for learners, Provide you with the relevant knowledge, skills and understanding to teach your specialist subject and Help you use a range of teaching methods that promote children's and young people's learning.* An implication of this is that, on entering the course, the focus of attention was on learning more than behaviour. Nevertheless from the results it is still reasonable to conclude that behaviour featured prominently in the thinking of many of those surveyed.

The PGCE course exposed the trainees to school practice and also to input during the university based elements of the course. A question to consider is whether this exposure to the realities of classroom experience would lead to a sense of conscious incompetence (O'Connor and Seymour 1998) as described in Chapter 4 (pg 112), with trainees recognising how much there was still to learn about behaviour – or even simply that behaviour represented more of an issue than they had originally imagined. Conversely the combination of taught input and classroom experience may have led to trainees feeling that behaviour was less of a priority than they initially thought it would be. Underpinned by an awareness of these possibilities, the second questionnaire revisited the question of the level of priority attached to training in relation to behaviour, this time in the context of priorities for their professional development in their NQT year. In interpreting the results (see Table 6.1.2) it is important to recognise that this question required respondents to select *up to five areas* and so the implication is that any item identified was seen as a priority worthy of mention rather than the result of an obligation to identify five responses.

*Establishing and maintaining a good standard of behaviour in the classroom* was the most frequently identified as a top five priority. The most frequently identified priorities remained relatively consistent between the two questionnaires. Both *Establishing and maintaining a good standard or behaviour in the classroom* and *Understanding how to monitor, assess, record and report learners' progress* were identified more frequently as top five priorities in the second questionnaire.

These findings offer some support to the notion that behaviour is a concern for beginning teachers – or at least an aspect of practice they feel it is a

priority to learn more about. From being the fourth most frequently identified top five priority at the start of training (see table 6.1.1), it moved to the most frequently identified top five priority for professional development in the first year as a qualified teacher (see table 6.1.2). The difference between a concern or worry and recognition of a need for more learning is an important distinction to make. The second questionnaire also revealed, for example, that 60.8% of respondents saw *Understanding how to monitor, assess, record and report learners' progress* as a priority but, unlike behaviour, this is not talked about nationally as teachers' biggest fear.

Area of Learning	Frequency Identified as a top 5 priority
Establishing and maintaining a good standard of behaviour in the classroom	66.7%
Understanding how to monitor, assess, record and report learners' progress	60.8%
Planning your teaching to achieve progression for learners	57.3%
Using a range of teaching methods that promote children's and young people's learning	56.1%
Developing relevant knowledge, skills and understanding to teach your specialist subject	42.7%
Teaching learners of different abilities	40.4%
Understanding the National Curriculum	28.7%
Communicating with parents or carers	26.9%
Working with teaching colleagues as part of a team	25.7%
Developing your awareness of the teacher's statutory responsibility for the welfare and safety of children and young people	22.2%
Working with learners with special educational needs	17.0
Developing the knowledge, skills and understanding to use information and communications technology (ICT) in your subject teaching	12.9%
Working with learners with English as an additional language	8.2%
Working in a team with staff supporting you in the classroom (e.g. nursery nurses, technicians, teaching assistants)	7.6%
Teaching learners from minority ethnic backgrounds	4.1%

Table 6.1.2 Frequency with which particular areas of professional learning were identified as a top 5 priority at the end of the PGCE course (n = 171)

## **6.2 General confidence related to pupil behaviour**

Reflecting the preceding point, an important question in relation to the priority attached to behaviour as an area for professional learning both during the PGCE and beyond is whether, and to what the extent, beginning teachers lack confidence in this area. As identified in earlier chapters, the established discourse (e.g. DfE 2012a, NFER 2008, 2012) is of teachers feeling both worried about pupil behaviour and underprepared to manage it. Data gathered in the two questionnaires (see tables 6.2.1 and 6.2.2) showed an increase in the reported confidence of the trainees in relation to their ability to *promote children's and young people's learning, establish and maintain a good standard of behaviour in the classroom* and *teach their specialist subject*. However, the data also demonstrated that the confidence rating in relation to their ability to *establish and maintain a good standard of behaviour in the classroom* remained a little lower than for the other two.

The interesting feature of the responses to the question *Overall, how confident do you feel about your ability to establish and maintain a good standard of behaviour in the classroom?* in the first questionnaire was that the majority of respondents rated their confidence as 6 or above. The implication is that many were not approaching their training with especially low confidence and, in most cases, it increased from this starting point. This would call into question the idea (e.g. DfE 2012a) that behaviour represents a major source of anxiety for beginning teachers. Conclusions drawn from group data based on scaling questions need to be viewed with some caution as an individual's response is likely to reflect aspects of their personality, in particular their willingness to make positive statements about themselves. Consequently a more cautious individual's rating of a six may be little different in meaning to another individual's eight.

## **6.3 Confidence related to specific pupil behaviours**

The annual NQT surveys (e.g. TA 2012b) consistently indicate that well over 90% of respondents consider that their initial teacher training was satisfactory or better in helping them to establish and maintain a good standard of behaviour. The confidence ratings within this study also present a positive picture, with reported confidence initially reasonably high



(Table 6.2.1) and improving over the course of training (Table 6.2.2). This seemingly conflicts with a popular discourse of pupil behaviour representing both a fear for trainee teachers (DfE 2012a) and an area in which teachers, according to some surveys (NFER 2008, 2012), consider their training to have been weak. An issue to consider is whether the focus on the ability to establish and maintain a good standard of behaviour places emphasis on generic strategies and approaches that the beginning teacher has been exposed to and possesses rather than pupil response. In other words, the beginning teacher may feel that they have the required knowledge, skills and understanding to establish and maintain a good standard of behaviour and respond quite positively to questions about their confidence in this area but still encounter individuals whose behaviour they experience as problematic. Both questionnaires (see Appendix 3 and 4) explored the issue of confidence in relation to specific behaviours.

Comparison between the mean ratings in the first and second questionnaires suggests that, as a group, confidence increased in relation to all of the specified behaviours (Table 6.3.1). The higher standard deviation in relation to physical destructiveness and verbal and physical abuse towards the teacher indicates that the responses were spread out over a larger range of values. Scrutinising responses for these behaviours reveals that though a small number of respondents recorded high confidence ratings for these behaviour, a large proportion of respondents recorded the lowest ratings of 4 or 5. Clearly there were behaviours where respondents displayed less confidence and these seem to be behaviours that would typically be regarded as more severe in nature, with physical aggression towards the teacher attracting a mean rating of 2.94 compared to, for example, talking out of turn where the mean rating was 4.25.

Statement:	Confidence Rating (1 = low, 10 = high)									
	1	2	3	4	5	6	7	8	9	10
Overall, how confident do you feel about your ability to promote children's and young people's learning	0	0	0.6	3.5	12.9	23.4	37.4	17.5	2.3	1.8
Overall, how confident do you feel about your ability to establish and maintain a good standard of behaviour in the classroom?	0	0	4.1	12.3	14.6	29.2	22.8	12.9	2.9	1.2
Overall, how confident do you feel about your ability to teach your specialist subject?	0.6	0	1.8	2.3	8.8	20.5	29.8	26.9	5.3	4.1

Table 6.2.1 Percentage of respondents (n = 171) recording particular confidence ratings (1-10) at the beginning of the PGCE course

Statement	Confidence Rating (1 = low, 10 = high)									
	1	2	3	4	5	6	7	8	9	10
Overall, how confident do you feel about your ability to promote children's and young people's learning	0.6	0	0	0.6	1.8	6.4	24.6	41.5	18.7	4.1
Overall, how confident do you feel about your ability to establish and maintain a good standard of behaviour in the classroom?	0.6	0.6	0.6	0.6	2.9	9.4	24.6	38.0	15.8	5.3
Overall, how confident do you feel about your ability to teach your specialist subject?	0.6	0.6	0	0	1.8	3.5	14.6	31.6	35.1	9.4

Table 6.2.2 Percentage of respondents (n = 171) recording particular confidence ratings (1-10) at the end of the PGCE course

Type of pupil behaviour	Confidence in dealing with specific behaviours	
	Prior to training	After training
	Mean and S.D	Mean and S.D.
Talking out of turn (e.g. by making remarks, calling out, distracting others by chattering)	3.75 (0.818)	4.25 (0.801)
Hindering other pupils (e.g. by distracting them from work, interfering with equipment or materials)	3.54 (0.842)	4.15 (0.869)
Making unnecessary (non-verbal) noise (e.g. by scraping chairs, banging objects, moving clumsily)	3.60 (0.816)	4.17 (0.843)
Physical aggression towards other pupils(e.g. by pushing, punching, striking)	2.70 (0.998)	3.23 (0.992)
Getting out of seat without permission	3.73 (0.862)	4.18 (0.785)
Calculated idleness or work avoidance (e.g. delaying start to work set, not having essential books or equipment)	3.43 (0.874)	3.97 (0.794)
General rowdiness, horseplay or mucking about	3.34 (0.887)	3.93 (0.818)
Verbal abuse towards other pupils (e.g. offensive or insulting remarks)	3.06 (0.924)	3.80 (0.904)
Not being punctual (e.g. being late to school or lessons)	3.65 (0.861)	4.00 (0.952)
Cheeky or impertinent remarks or responses	3.34 (0.843)	4.00 (0.861)
Physical destructiveness (e.g. breaking objects, damaging furniture & fabric)	2.50 (0.990)	3.28 (1.104)
Verbal abuse towards you (e.g. offensive, insulting, insolent or threatening remarks)	2.46 (1.039)	3.32 (1.208)
Physical aggression towards you (the teacher)	2.18 (1.229)	2.94 (1.362)

Table 6.3.1 Confidence in dealing with specific behaviours at the beginning and end of the PGCE course (n = 171)

#### 6.4 Anticipated frequency of specific behaviours

The consistent message (e.g. DES 1989a, DfES 2005b) is that it is the low level, frequently occurring behaviours that cause teachers the greatest concern due to the '*cumulative effects of disruption to their lessons caused by relatively trivial but persistent misbehaviour*' (DES 1989a: 11). More serious behaviours remain relatively rare occurrences. Though concerning when they occur due to their magnitude, the implication is that such events do not represent the same level of day-to-day concern for teachers as the frequent, low level disruption.

Within the two questionnaires the confidence question was coupled with a question regarding the anticipated frequency with which these behaviours would be encountered. The data would seem to suggest (see table 6.4.1) that the trainees entered the course with a realistic view regarding the frequency with which they could expect to encounter certain behaviours. The majority were clear that it was the lower level behaviours they would encounter somewhere between *At least twice a week, maybe even on a daily basis* and *About 5 or 6 times a year*. Very few anticipated encountering *Physical destructiveness (e.g. breaking objects, damaging furniture & fabric)*, *Verbal abuse towards you (e.g. offensive, insulting, insolent or threatening remarks)* and *Physical aggression towards you (the teacher)* with this degree of frequency. It is also worthy of note that there was only minor movement in anticipated frequency by the end of the course. This would suggest that trainees neither came to their training with a naïve or bleak view of behaviour, nor that this changed substantially when exposed to the realities of practice.

Of more interest is the combined message conveyed by responses regarding the frequency of certain behaviours (Table 6.4.1) and confidence in relation to these (Table 6.3.1). The higher confidence ratings were associated with those behaviours the trainees anticipated encountering more frequently. The positive interpretation of this is that the trainees left the course confident in relation to those behaviours they anticipated routinely encountering in their day to day teaching.

Type of pupil behaviour	Anticipated frequency of specific behaviours										
	Prior to training						After training				
	Most	↔			Least		Most	↔			Least
	1	2	3	4	5		1	2	3	4	5
Talking out of turn (e.g. by making remarks, calling out, distracting others by chattering)	83.6	12.3	3.5	0.6	0		70.8	14.0	8.2	4.1	0.6
Hindering other pupils (e.g. by distracting them from work, interfering with equipment or materials)	55.6	35.7	7.0	1.8	0		55.0	22.2	11.1	6.4	1.8
Making unnecessary (non-verbal) noise (e.g. by scraping chairs, banging objects, moving clumsily)	58.5	29.2	8.8	1.8	1.8		53.2	22.2	12.9	5.3	2.9
Physical aggression towards other pupils(e.g. by pushing, punching, striking)	6.4	25.1	36.8	25.7	5.8		5.8	17.0	22.8	32.7	18.7
Getting out of seat without permission	28.1	43.3	19.9	7.0	1.8		30.4	35.1	18.1	9.9	2.3
Calculated idleness or work avoidance (e.g. delaying start to work set, not having essential books or equipment)	40.9	40.9	12.9	4.1	1.2		43.9	31.6	13.5	5.8	2.3
General rowdiness, horseplay or mucking about	46.2	34.5	15.2	2.3	1.2		35.7	31.0	19.9	7.6	2.3
Verbal abuse towards other pupils (e.g. offensive or insulting remarks)	15.2	36.8	32.2	11.7	2.3		12.9	33.3	29.8	15.2	5.3
Not being punctual (e.g. being late to school or lessons)	43.3	36.8	12.3	5.3	1.8		40.4	26.3	17.0	7.0	5.3
Cheeky or impertinent remarks or responses	32.7	39.2	21.1	5.8	0.6		30.4	36.8	17.5	8.2	2.9
Physical destructiveness (e.g. breaking objects, damaging furniture and fabric)	1.8	11.1	29.8	36.3	21.1		5.3	7.0	22.2	35.1	26.9
Verbal abuse towards you (e.g. offensive, insulting, insolent or threatening remarks)	1.8	9.9	30.4	33.3	24.6		3.5	7.0	19.3	32.7	34.5
Physical aggression towards you (the teacher)	0.6	2.9	9.4	29.8	57.3		2.9	1.8	8.2	18.7	64.9

Table 6.4.1 Anticipated frequency (%) of specific behaviours at the beginning and end of PGCE course (n = 171)

## 6.5 The contribution of different forms of learning

In the responses to the second questionnaire it was clear that school based experience was seen as a key source of learning in relation to the different aspects of the teacher's role specified (see Appendix 20). For all 15 aspects, school based experience was the source of learning that received the highest mean rating in terms of its perceived usefulness. In all but three of the 15

aspects, support from the school based mentor received the second highest mean rating. By comparison, in all but five of the 15 aspects, the taught elements of the PGCE course received mean ratings that put their contribution in fifth or sixth place for their usefulness. Tutor support fared somewhat better. For five of the 15 aspects, tutor support received mean ratings that put its contribution in third place for its usefulness. There were only four aspects where this form of learning received a mean rating positioning it in less than fourth place.

In considering specifically the contribution of different sources of learning in terms of usefulness in helping respondents to *establish and maintain a good standard of behaviour in the classroom*, the mean rating was 4.60 on the 1 – 5 scale for School Based Experience. Support from the school based mentor received the second highest mean rating (3.95). The taught elements of the PGCE course received the lowest mean rating (2.68). Tutor support received a mean rating of 2.99, positioning it in fourth place for its usefulness in comparison to the other forms of learning. The results for behaviour need to be viewed in the broader context that the respondents seemed to be conveying a message that, for all aspects of a teacher's role specified in the questionnaire, school based learning was more useful in the contribution it made and the taught elements and tutor support were less useful. It is also worthy of remark that, of all the responses, the standard deviation (0.762) was lowest in relation to the mean rating for the contribution of school based experience in helping respondents to *establish and maintain a good standard of behaviour in the classroom*. This indicates that the responses were clustered closely around the mean and so suggests a greater degree of consensus.

The key issue emerging from responses to this question in the wider consideration of how a beginning teacher develops their thinking and practice in relation to behaviour is the importance of the schools that they are placed in. A multitude of factors are likely to influence the nature and quality of this learning experience, including school ethos, the pupil population, the school's policies and approaches, the school based mentor and those whose practice the beginning teacher has the opportunity to observe. Though from the questionnaires it would seem that respondents valued this form of learning, it

inevitably brings with it a degree of variability to the experience of training based on the differences between schools.

The second questionnaire also explored the issue of the relative contribution of the school and university based elements of the course from a slightly different angle. Considering the contribution of different elements in question 3 (see Appendix 4) may have encouraged respondents into an artificial compartmentalisation of their learning that did not reflect the experienced reality. It is conceivable that even though conveying a view that the university based elements of the course were generally less useful in the contribution they made to their learning, the combined contribution of all forms of learning led to them leaving feeling well equipped. Approximately three quarters of respondents (77.8% and 75.4% respectively) indicated that they agreed or strongly agreed with the statements that *My course (university and school based elements) has provided me with a knowledge and understanding of a range of behaviour management strategies* and *My course (university and school based elements) has prepared me to establish a clear framework for classroom discipline with which to manage learners' behaviour constructively*. In response to the statement *I am confident in my ability to select and evaluate appropriate behaviour management strategies*, 85.4% agreed or strongly agreed. There was the same positive response to the statement *Overall I am confident that I know a sufficient range of strategies for managing behaviour during my first year as a qualified teacher*, with 86.6% agreeing or strongly agreeing. The implication is that, whatever the relative value attributed to the individual components, the PGCE course as a total experience was successful in the majority of cases in producing teachers who entered their NQT year feeling well equipped.

Despite the overall positivity, when specifically asked about the individual contributions of school based experience and the university based elements (e.g. lectures, tutor, groups, assignments) the difference in the views on the level of contribution was once again apparent. 91.8% either agreed or strongly agreed that school based experience had made a significant contribution to their knowledge, skills and understanding in relation to managing behaviour. This compared with only 48.5% who agreed or strongly agreed that university based elements (e.g. lectures, tutor, groups,

assignments) had made a significant contribution to their knowledge, skills and understanding in relation to managing behaviour.

## 6.6 Engagement with literature and other sources

Pursuing further the theme of sources of learning, the second questionnaire (Appendix 4) also invited respondents to identify any authors or sources they had accessed from a list provided but also to indicate others not listed that they felt had influenced their practice (see table 6.6.1).

Source	Percentage accessing:
Teacher Training Resource Bank (TTRB) website – <a href="http://www.ttrb.ac.uk">www.ttrb.ac.uk</a>	69%
Behaviour4Learning website <a href="http://www.behaviour4learning.ac.uk">www.behaviour4learning.ac.uk</a>	66.1%
Sue Cowley – <i>Getting the Buggers to Behave</i>	60.3%
Any Primary or Secondary (formerly KS3) National Strategy Behaviour Attendance materials	45.6%
Bill Rogers texts (e.g. <i>Classroom Behaviour</i> , <i>You Know the Fair Rule</i> , <i>The Language of Discipline</i> )	31.1%
Chris Kyriacou – <i>Essential Teaching Skills</i>	22.3%
Paul Dix - <i>Taking Care of Behaviour</i>	10.5%
Louise Porter – <i>Behaviour in Schools</i>	10%
David Wright, either <i>There's No Need to Shout! The Primary Teacher's Guide to Successful Behaviour Management</i> or <i>There's No Need to Shout! The Secondary Teacher's Guide to Successful Behaviour Management</i>	9.3%
Peter Hook and Andy Vass – <i>Teaching with Influence</i>	6.5%
Roland Chaplain, either <i>Teaching without Disruption in the Primary School</i> or <i>Teaching without Disruption in the Secondary School</i>	5.3%
Other books, authors or sources not listed	24%

Table 6.6.1 Percentage of respondents accessing particular sources during the PGCE course (n =171)

Approximately two thirds of respondents had accessed the Teacher Training Resource Bank (TTRB) and the Behaviour4Learning website. These were both government sponsored websites available at the time, intended to provide support for trainee teachers and their tutors. The relatively high proportion of students indicating they had accessed these may partly be



attributable to the University's role as one of the partners in the consortium of higher education institutions running them. Just under half had accessed Primary or Secondary National Strategy Behaviour and Attendance materials. Of the books on the list provided, approximately 60% had accessed Cowley's (2003) *Getting the Buggers to Behave*. Bill Rogers' texts on behaviour (e.g. 1997, 2002) had only been accessed by about one third of respondents. Only 24% identified a source not on the list as influential on their practice. The implication of these responses is that relatively few respondents were seeking to extend their learning about behaviour through accessing these types of external sources. This might again point to the existence of a view that the place to learn about behaviour is in school rather than through the university based elements of the course or through reading. The popularity of Cowley's *Getting the Buggers to Behave* is interesting in this context because of its author's proclaimed intent of offering '*No academic theory – just lots of tips, advice, and examples to show how the ideas I give really work in practice*' (Cowley 2003: xiv). These introductory remarks attempt to appeal to the reader through the reference to practice and the distinction made between this and academic theory. The professional language of knowledge, skills and understanding used within Teacher Standards (DfE 2011c) is also supplanted by the more practical sounding terms of *tips*, *advice* and *examples*.

## **6.7 Strategy selection**

The second questionnaire (Appendix 4) included a question asking respondents to give their views on a teacher's use of a whole class sanction. The question was originally chosen because of its potential to give some indication of how a teacher decides on whether or not a particular strategy is appropriate to implement. It assumed particular relevance in light of the strong view emerging that the respondents learned from school based experience and had also accessed relatively little by way of external sources. One implication of this could be that what is right to emulate or incorporate into the teacher's repertoire of strategies is anything that appears to work in practice. The responses are shown in Table 6.7.1.

Strategy	Percentage selecting
It's not an ideal strategy, but when you can't identify the individual culprits you have to do something.	26.9
It's not a strategy to be used frequently but occasional use to make a point is ok.	18.7
It's a useful strategy with a class whose behaviour is not particularly bad, but who are very talkative or lively.	10.5
Though this strategy achieved compliance it risked damaging teacher-pupil relationships and so cannot be justified.	9.9
Whole group punishments like this are unfair and so should never be used.	8.8
It's a good strategy – it makes effective use of peer-pressure from the more responsible students.	7.0
Though this strategy achieved compliance it risks modelling to pupils that a person in a position of authority has the right to be unfair. Therefore it cannot be justified.	5.8
This strategy should not be used. It risks promoting the <i>wrong</i> sort of peer group pressure, e.g. After the lesson pupils may socially isolate or threaten physical violence towards those considered to be to blame for the class having to stay in.	4.1
I wouldn't do this with my age range, but it might be appropriate for a different age range.	1.8
The teacher got them quiet so this is an effective technique.	1.2
No response or incorrectly completed.	5.3

Table 6.7.1: Strategy selected in response to behaviour scenario (n=171)

In the context of recommendations in government guidance (e.g. DES 1989a, DCSF 2009) the 'right' answers could be viewed as either *Whole group punishments like this are unfair and so should never be used*, *Though this strategy achieved compliance it risked damaging teacher-pupil relationships and so cannot be justified* or *This strategy should not be used. It risks promoting the wrong sort of peer group pressure*. Only 22.8% chose one of these three answers. The most frequently selected answers were *It's not an ideal strategy, but when you can't identify the culprits you have to do something* and *It's not a strategy to be used frequently but occasional use to make a point is ok*. Very few opted for the simple notion that *The teacher got them quiet so this is an effective technique*. A feature of the most popular

options was that there was a degree of reservation in the wording – the strategy was portrayed as less than ideal or not to be used often. Ultimately it appeared that pragmatism generally took precedence in guiding practice over reservations or considerations in relation to how the sanction might be experienced and interpreted by pupils.

In the context of a general consideration of how new teachers select strategies, more important than notions of right and wrong answers in response to this question is the fact that it drew a range of different responses. As a group of students exposed to the same PGCE course they viewed this scenario and gave responses that ranged from rejection based on a principled stance through to acceptance that this was an appropriate strategy for the teacher to adopt.

## **6.8 Summary**

Collectively the data gathered via the two questionnaires raised some important questions about the established discourse of behaviour as a concern for trainees (DfE 2012a) and an area in which training is weak (NFER 2008, 2012).

The perception amongst many respondents was that the university based elements of the PGCE course made a limited contribution to their learning about behaviour. Though this needs to be understood as a reflection of a group perception rather than necessarily an indication of the actual contribution, there is an implied criticism of the university based elements of their preparation on the PGCE course. In understanding the responses, it is also important to recognise that there was an indication that it was not only in relation to learning about behaviour where respondents indicated that the university based elements made a less significant contribution to their professional learning. This resonates with findings from Hobson *et al's* (2009) research that suggested many beginning teachers hold the view that they will learn how to teach and manage classroom behaviour by experiencing and 'doing'. The case study respondents in Hobson *et al's* (2009) study reported that the advice and guidance they received from experienced teachers in the placement schools, together with any INSET opportunities available to them whilst placed there, was of more value than the lectures.

The implied criticism within the second questionnaire needs to be viewed as part of a broader, more positive message conveyed by the fact that approximately three quarters of respondents considered that overall the combination of university and school based elements had provided them with a knowledge and understanding of a range of behaviour management strategies and prepared them to establish a clear framework for classroom discipline with which to manage learners' behaviour constructively. Though a broadly positive message in terms of proportions, a question that arises is why approximately one quarter on the same PGCE course felt it had not prepared them sufficiently in these two areas. Though it is necessary to recognise there may have been some variation in experience related to specific university tutors, it would seem reasonable to conclude that the university based elements of the course were broadly similar for all respondents. It is possible to speculate therefore that factors related to the individual PGCE student and experiences in placement schools might be factors affecting the perception of the overall experience of the PGCE course.

Collectively, the reported confidence of the cohort was relatively high both in terms of the general ability to establish and maintain a good standard of behaviour in the classroom and in relation to specific, named behaviours. Whilst confidence ratings were lower for more extreme behaviours such as physical aggression, there was also a recognition by the majority of respondents that these would occur infrequently.

Though confidence ratings in the first and second questionnaires did not suggest that behaviour was the great concern for trainees that it is sometimes reported to be (e.g. DfE 2012a), there was an indication that establishing and maintaining a good standard of behaviour in the classroom was one of a number of areas prominent in trainees' minds as an important area for coverage on their course. It became the most frequently identified top five priority for coverage as part of their professional development during their first year of practice.

The data suggested that trainees generally emerged from the PGCE course as a whole feeling confident and sufficiently well prepared in relation to pupil

behaviour but were less convinced about the contribution of the university based elements as part of this preparation. There was also not a sense that they believed there to be a widespread or growing problem with behaviour in schools as their prediction of the frequency of certain behaviours reflected the established message that *'Incidents of serious misbehaviour, and especially acts of extreme violence remain exceptionally rare and are carried out by a very small proportion of pupils'* (DfES 2005b: 5).

The established discourse of poor standards of behaviour in schools, behaviour as the major concern for trainees and weaknesses in the coverage of behaviour during initial teacher training has typically been informed and reinforced by the use of broad surveys. The use of questionnaires for this phase of the research, in a sense, sought to compete on the same terms when exploring trainees' views on pupil behaviour and the training received. The study of individuals through the case study phase was an attempt to achieve a richer understanding of what might lie behind the tick or other response that a respondent records in such surveys.

The findings from the two questionnaires were used to inform the first round of interviews in the case study phase. A number of the findings from the questionnaires reported in this chapter seemed to bring into question some of the assumptions regarding behaviour as the major concern for beginning teachers and their general sense of preparedness. However, there was also an indication that university based elements of the course made less of a contribution than the school-based elements. Coupled with possible evidence of limited reading, this began to suggest that beginning teachers' thinking and practice in relation to behaviour was largely influenced by experiences in schools. In light of these emerging issues, the first round of interviews sought to examine further, sources of professional learning, general confidence and confidence in relation to specific behaviours, experiences of pupil behaviour during the NQT year and how strategies for responding to behaviour were selected.

## Chapter 7 Acquisition of knowledge, skills and understanding

### 7.0 Introduction

The knowledge, skills and understanding required by teachers can be specified through sets of professional standards (e.g. DfE 2011c) and associated guidance (e.g. TA 2012a) and so represent a factor that the government can control to a degree in order to impact on the experiences of trainees and ultimately the quality of teaching in the classroom. Calderhead (2001: 780) has noted that *'there has been a trend for government agencies to claim that it is well known which teaching approaches and strategies "work" and to make clear prescriptions for teachers' practice'*. For example, the stated purpose of the guidance document *Improving Teacher Training for Behaviour* is to describe *'the knowledge, skills and understanding that trainees will need in order to be able to manage their pupils' behaviour'* (TA 2012a: 1). The underlying assumption seems to be that this will address the issue that new teachers report that they are not always confident about some key skills that they need as teachers in relation to *'the management of poor behaviour in the classroom'* (DfE 2010a: 23).

This chapter addresses directly three of the research questions originally posed, namely:

- What is the contribution of the university based elements of the full time PGCE course to the development of thinking and practice?
- What is the contribution of the school based elements of the full time PGCE course to the development of thinking and practice?
- How does professional learning continue once in post as a qualified teacher?

As such, the chapter is concerned with the *content* dimension, focusing on the role of formal and informal learning opportunities in influencing the development of thinking and practice in relation to pupil behaviour during the PGCE course and in the early years of practice. It also considers the perspective of the case study participants on how they learn and draws on their responses to the video extracts used in the second set of interviews to

provide some insight into what they might focus upon when observing practice. The trajectory of the chapter is represented in figure 7.0.1 below.

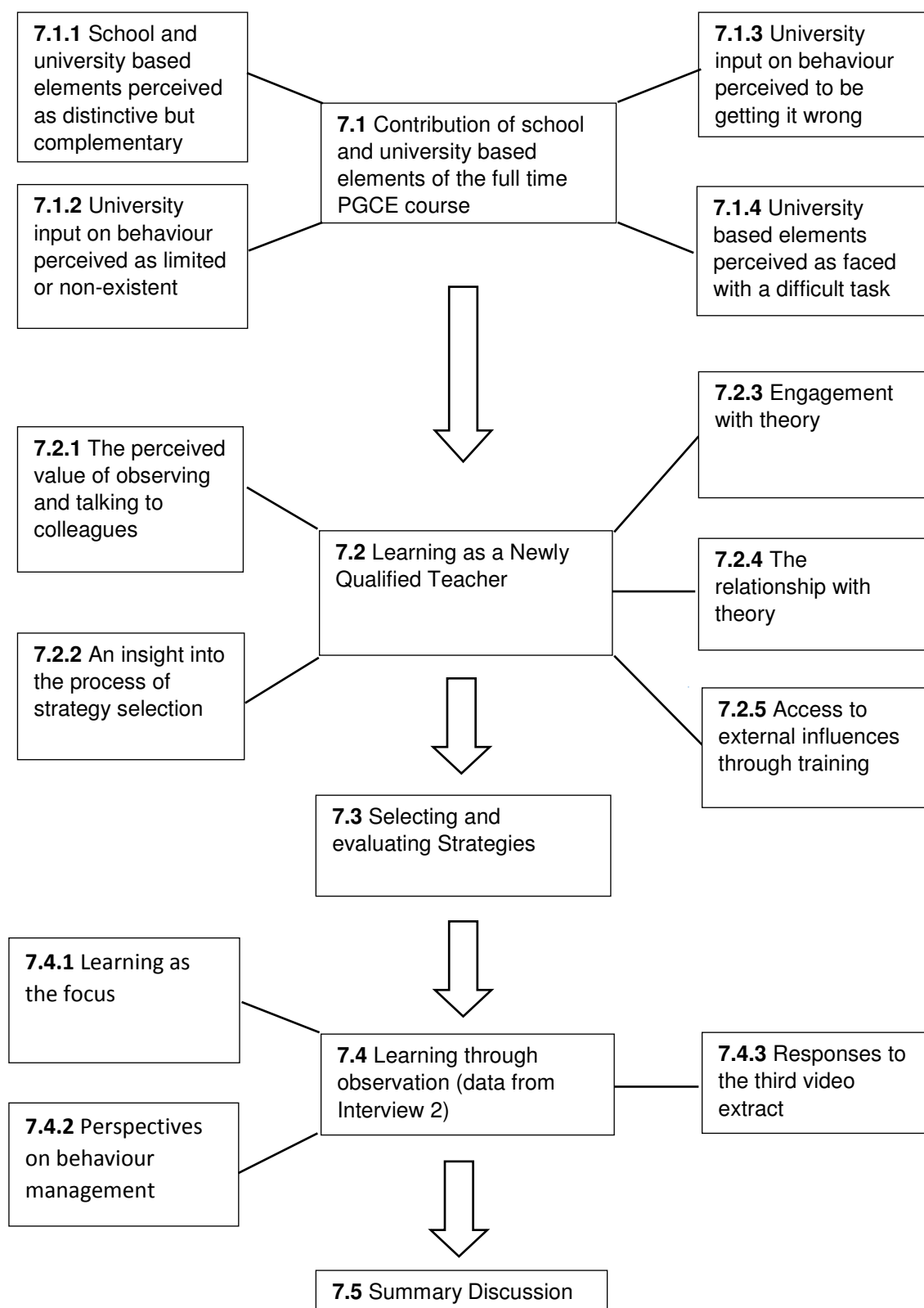


Figure 7.0.1 Diagrammatic representation of the trajectory for Chapter 7

### **7.1 Contribution of the university and school based elements of the PGCE course**

That the school placements during the PGCE course were viewed as a significant source of learning about behaviour was evident from the responses of the PGCE cohort in the second questionnaire and it was a point confirmed by the case study participants. Sarah's recollection of her experiences characterised the value attributed to learning whilst on school placements by the case study participants:

*But in school, I just found that invaluable, the process just of teaching was invaluable, just trying out different techniques, trying out different voices, observing other teachers, talking to my mentor in school, just hugely helpful. Being observed and then being given advice. All that kind of stuff, was just invaluable.*

(Sarah, Interview 1)

Learning about behaviour whilst on school placements is both inevitable and desirable. A question arising is whether the case study participants' identification of school placements as the primary source of learning about behaviour reflects negatively on the contribution of the university based elements. It should be recognised that the extent to which university based elements have contributed to an individual's knowledge, skills and understanding in relation to managing behaviour is only rendered positive or negative if the assumption is that both elements should make the same contribution independently. It could be argued that the university and school based elements do not need to make the *same* level or type of contribution as long as in combination they achieve the result of confident and competent teachers at the end of the PGCE course.

Perspectives on the contribution of the university based elements broadly fell into four categories: the school and university based elements perceived as distinctive but complementary, the university based input on behaviour perceived as limited or non existent, the university based elements of the course perceived to be getting it wrong and the university based elements perceived as faced with a difficult task. Each of these perspectives is considered in turn.



### **7.1.1 The school and university based elements perceived as distinctive but complementary**

Heather offered a perspective that depicted the university and school based elements of the PGCE course as fulfilling distinctive but complementary roles. Unlike a number of the others, she was not overtly critical of the PGCE course. Like other case study participants, Heather clearly placed value on learning about behaviour through being in schools but, unlike a number of the others, did not cast the university elements as the poor or inadequate relation in comparison. She remained positive about the complementary and distinctive roles of the school based and university elements when I spoke to her in her third year as a qualified teacher:

*Yes, I think it was the perfect way to train for me, because I enjoyed all of the theory and I enjoyed the way that we were philosophising about teaching and pedagogy and things. But I think that the most I've learned has actually been - in terms of talking about tips for teachers and things like that - really just by being on the job. I think it wouldn't have actually made any impact at that time really, because I don't think I would have been able to put it into context.*

(Heather, Interview 3)

Within the overall positivity of the statement, Heather raises the issue of how much the theory, which she viewed as characterising the university based elements of the course, makes sense until a teacher has some experience to which they can relate it. She did not, however, suggest that its coverage was not relevant or stood in the way of more immediately relevant learning. Her reference to theory and philosophising when focussing on the university based elements of the course is interesting in its own right in conveying a possibility that she was conceptualising the division between the university and school based elements as a theory/practice divide.

The notion of the university based elements fulfilling a distinctive but complementary role can be contrasted with Sarah's view that the school based and university based elements fulfilled entirely different purposes. She observed:

*I wonder whether it's, whether there's a, whether the course is meant to be, that the college stuff is the subject teaching, the content, and techniques for teaching, whereas the whole point of the teaching placement is that you learn all that behaviour management there.*

(Sarah, Interview 1)

In her comment she conveys the idea that the university based elements have no role in learning about behaviour management. The implication is that she perceived a separation between learning about curriculum and pedagogy and learning about behaviour.

### **7.1.2 The university based input on behaviour perceived as limited or non existent**

Some of the case study participants perceived the university based input on behaviour to be limited or non existent. Reflecting on a rating she had provided in the second questionnaire Sarah suggested that she experienced any coverage of behaviour as ad hoc rather than planned:

*I just think that I couldn't say that the college based input was any higher than two because apart from a few little techniques that we picked up here and there, there was very little direct teaching about behaviour management. Probably the reason I gave it a two and not a one was, you know, because a lot of the teaching techniques that we were given, inevitably control behaviour, help control behaviour.*

(Sarah, Interview 1)

Her comment is interesting in demonstrating that she reached her own conclusion that input not specifically framed in terms of behaviour management might have provided her with ideas for approaches that might positively influence behaviour. This raises the possibility that teachers may learn about the management of behaviour not through discrete sessions labelled as input on behaviour management but across the university based elements of the course as a whole. Sarah's observations resonated with both Nick's realisation that '*a lot of behaviour issues are due to poor lessons and poor planning*' (Nick, Interview 1) and, as discussed later, the strong focus on the planning and organisation of learning in all the case study

participants' responses to video extracts 1 and 2 in the second set of interviews. In the latest guidance on the content of teacher training courses a pair of lines prefacing the description of the knowledge, skills and understanding '*trainees will need in order to be able to manage their pupils' behaviour*' (TA 2012: 1) make the point that:

*It is important to note that good teaching is the most effective way to get good behaviour. Teachers who plan and teach dynamic, stimulating lessons based on sound assessment and excellent subject knowledge are likely to experience fewer difficulties with behaviour.*

(TA 2012: 1)

Like Sarah, Mark had difficulty in recalling any significant input in relation to behaviour:

*I think it's partly because I don't feel we had anything related to behaviour management at any point during our...no specific university time was dedicated to that I felt, whereas I definitely learnt so much more being in the classroom situation, being around other, um, full time qualified teachers who have more experience than perhaps us as a PGCE.*

(Mark, Interview 1)

In Mark's comment the issue of dedicated time emerges again, echoing Sarah's observations. There is an implication that if there had been defined sessions this might have contributed to a sense of preparedness simply by the trainee being able to identify that they had received specific input on the topic of behaviour management. The question, however, is whether, in reality, the trainees would have been any better prepared. Dedicated time was something Sarah favoured as a means of improving the university based elements, suggesting '*a whole series of lessons, in the same way as we had a whole series of art lessons*'. She elaborated on this idea:

*Have a series of five two-hour behaviour management lessons. As explicit as that....I think a dedicated series of lessons on practical techniques for managing behaviour would be hugely helpful. Maybe*

*even watching a Teachers TV clip. Commenting on it, having ideas, trying things out. That kind of thing would have been great.*

(Sarah, Interview 1)

Within her comment she hints at an approach to professional learning based on multiple components. Though not reflecting all five main components that they cite (See Appendix 21), Sarah's proposal resonates with Joyce et al's (1999) view that the combination of different components results in more effective learning. Her perspective on the potential value of discrete sessions is not a new feeling amongst trainees, nor one limited to the UK. In research conducted in the Midwest of America by Merrett and Wheldall (1993) teachers believed that a course focusing on behaviour management would have been beneficial.

A question prompted by comments from Sarah and Nick was how reliable recollections of training were as an indicator of the input on behaviour received whilst at the university. Sarah's language illustrates this point:

*I'm racking my brain now but I think we had maybe a lecture, possibly a lecture, possibly we had something in our tutor groups. Something once. But that really is all that I can remember.*

(Sarah, Interview 1)

Nick too indicated that his own ability to recall might be a factor,

*It would have been discussed at some stage during the PGCE, and I would suggest probably in the school placements, because... I know I'm old and my memory fails me, but I can't remember doing any real behaviour management issues within the <name of university> bits of it.*

(Nick, Interview 1).

If, as Sarah suggested, 'the PGCE is so full on' (Interview 1), it may be that the two school placements dominated thinking and interceding events became something of a blur. Coupled with Sarah's comments regarding the acquisition of strategies that positively influence behaviour but are not

explicitly presented as behaviour management strategies, there is also the possibility that trainees acquire more than they think through the university based elements of the course.

Like other case study participants, Kirsty affirmed the importance of learning through actually teaching, but through her phrase '*thank goodness we had the practical element to help us do that*' (Kirsty, Interview 1) she almost portrays her learning through her school placements as fortuitous in light of perceived limitations of the university based elements rather than a planned element of the overall learning on the PGCE. This, coupled with a reference to the value of an opportunity to access training provided by an external consultant for the consortium of which her placement school was a part, implies a view that her preparedness in relation to behaviour was in spite of fairly limited coverage of behaviour provided through the university based elements of the PGCE course.

Whatever the reality of time devoted to the coverage of behaviour on the university based elements of the course, it seemed that Sarah, Nick, Mark and Kirsty experienced it as quite limited. In taking at face value some case study participants' views that the coverage of behaviour was limited or non-existent, it is important not to discount the dual possibilities that learning took place through permeation rather than distinct teaching and that what, as beginning teachers, they thought they should have learned about was not the same as what they *needed* to learn about. If Nick is right in his realisation '*well hang on it's not behaviour management, its learning management*' (Interview 1) this might give weight to the idea that, though initially, a trainee teacher's concern may be the acquisition of behaviour management strategies, there might come a point later when this is recognised as only a temporary priority. This would reflect McNally *et al's* (2005) view of behaviour management as a temporary, provisional conceptualisation that may be of use to the beginning teacher discussed in Chapter 4 (pg 112). The question for a training provider may be whether to invest time in addressing what may be a short term need or encourage trainees to develop a meta view of their professional development. This would involve supporting the trainee to think about their own learning, drawing on what is known about teacher development, with the aim of fostering recognition that their current concern

with behaviour management is a temporary priority that they will move beyond.

### **7.1.3 The university based elements of the course perceived to be getting it wrong**

Some of the views expressed by Nick and Tom went beyond criticism of the PGCE course for limited coverage of behaviour and were directly critical of specific activities. In the second questionnaire Nick had indicated the university based elements like lectures, tutor groups and assignments had not made a particularly significant contribution to his knowledge, skills and understanding in relation to managing behaviour. He was particularly critical of the emphasis on self reflection:

*I don't know... it was self reflective, but self reflective in a completely arbitrary way, it didn't actually have any benefits, so "well how did that make you feel" if a child told you to you know, how did that make you... well what's it matter how it makes me feel, it's how I deal with the situation.*

(Nick, Interview 1)

Nick's negative views on reflection raise issues in relation to the suggestion from some writers (e.g. Murray 2002, Moore 2004) that the reflective practitioner discourse has received much support in higher education institutions offering courses in initial and continuing teacher education. Nick's criticism of the reflective activity implies a view that learning what to do when faced with difficult behaviour is more important than learning how to think about the behaviour. His concern appeared to be with a particular kind of introspective reflection that focuses on feelings. Though his focus on the practicalities of *what* to do is entirely rational given his position as a trainee attempting to successfully meet a set of professional standards, there is relevance to considering the adult's feelings if the argument (e.g. Watkins and Wagner 2000) is accepted that thoughts and feelings drive the adult's behaviour. For example, if an individual experiences the behaviour as a direct threat to their feelings of competence as a teacher then they may respond aggressively, or at least defensively, rather than entertaining other strategies that might better address the situation. An issue that arises is

whether the input of this theoretical perspective that links the adult's feelings about an incident and their behavioural response would have made any difference to Nick's perception of the relevance and value of the reflective activity he was asked to undertake.

It seems that Nick was either not made aware of the purpose for the focus on his feelings or, if he was, it was not a purpose to which he was willing or able to attach credence at this stage of his career. This perhaps highlights the issue that engagement with learning about behaviour is more likely if it relates to a reasonably immediate perceived need. Though speculation, there is the possibility that, because of the anxiety behaviour may provoke in trainees, there may be less willingness to tolerate input that does not appear to service this practical need than there might be in relation to, for example, subject teaching.

An interesting feature of Nick's antipathy towards the Professional Studies aspect of the course was that it remained even once he was a well established teacher with a breadth of experience gained from working in two very different schools. The 'how did you feel' example cited in the first interview had seemingly become an anecdote to be retold as evidence of the perceived limitations of the course:

*To be honest, very little was covered in terms of... going in for those university days, we'd sit around and it'd be a bit of discussion... so it might be a behaviour thing: "OK, can anyone tell me about a time when you've been in school and behaviour hasn't been very good?" Yes, everybody can. [puts on 'caring' voice] "How did it make you feel?" [laughs]. Come on, let's do more of that kind of "Right, here's a lot of research cobbled together that we could look at and we could build into... here are three hundred different behaviour ideas." That would have been I think more useful. The professional studies side seems to have just drifted off into a sort of wishy-washy thing. And it shouldn't be - it should have been the core of the university (course), I think. Subject studies - that should be brushing up on what you already know. Professional studies, you should actually come with very little knowledge of... if you come from my background...it's*

*business and things...but I don't know the professionalism of teaching.  
So it should have been a real, strong focus and it wasn't.*

(Nick, Interview 3)

Nick's closing remarks make a clear distinction between subject studies and professional studies. The implication is that he had some security in relation to the former because of his degree but the important new learning related to what he termed '*the professionalism of teaching*', of which he considered managing behaviour to be a part. Though, as far as I could judge from talking to him, Nick had evolved into a fully competent and reflective practitioner, there was still a sense conveyed through his comments that he achieved this despite the perceived inadequacies of his training. It begs the question of whether he could realistically have achieved this point any faster, or would be an even better practitioner, if he had received the type of input he still indicated he felt would have been beneficial. As discussed in Chapter 4 (pg 115), the issue may relate to an emotional need in the early stages of a teacher's career to *feel* prepared rather than any material difference in the resultant professional competence.

While Nick had found some value in the essays that formed part of the professional studies part of the course, Tom was sharply critical of this aspect, suggesting that '*the PGCE would hugely benefit from getting rid of those essay projects*' and complaining that '*we wasted so much time farting around with essays*' (Tom, Interview 1). The lack of value attached to the essays seemed to be linked to Tom's views of the purpose of the PGCE course:

*It was only once we got away from the university into a school itself that you could actually start doing something useful and a lot of us said the PGCE...um ...it seemed to try and justify its own existence by giving us things to do when really it's there to do a job to train us to be teachers not train us to be students again so that's what I felt.*

(Tom, Interview 1)

His comment suggests he viewed the PGCE very much as a professional qualification rather than an academic one. As a graduate with a '*first class honours degree in history*' (Tom, Interview 1) he felt he had proved himself



academically and did not '*need to sit and write an essay to prove I can write an essay*' (Tom, Interview 1). In his comment there is a stark contrast between what happens in school which is constructed as '*doing something useful*' and what happens in the university, by implication, as something that is not. Tom's comments raise an issue for the university in terms of managing individuals' differing expectations. Reflecting in the third interview, in response to my suggestion that the PGCE might fulfil a role in building the capacity to problem solve rather than trying to impart specific strategies, Tom remained critical:

*I think they gave us a broad academic background to the world of teaching, but so broad it didn't address any real issues that we were going to come across. And too ethereal, too academic to really compare to the practical element of teaching. The PGCE as it stood for me was probably best for someone going out of PGCE into a grammar school, where everything was disciplined and you could practise teaching by the book. But anything other than a grammar school, the book is useless here.*

(Tom, Interview 3)

In this comment Tom seemed to be questioning the relevance of the university based elements through the suggestion that the PGCE only prepared trainees for a particular context that only a small proportion of them would teach in. He seemed to be arguing that in other schools a teacher needs greater personal adaptability than the course developed in trainees.

#### **7.1.4 The university based elements perceived as faced with a difficult task**

Some case study participants, while still articulating the value of school based learning and the perceived limitation of the university based elements, took a more sympathetic view. This was based on recognition of the diversity of schools. Reflecting on her own suggestion of the incorporation of sessions on '*specific use of voice*', '*specific phrases you can use*' and '*specific behaviour management techniques*', Sarah conceded:

*I realise that that must be difficult to teach because every school has different systems for behaviour management. I'm realising that now that you don't know until you start teaching what the system is. Whether you should be sending children to the head teacher, whether you should be sending them to the classroom next door, whether you should be doing this or that. However, there are some generic things that I think would have been useful to have learnt.*

(Sarah, Interview 1)

Sarah's examples are primarily procedural points that inevitably vary between institutions but arguably would not limit the university's capacity to cover the types of things she suggests she would have found useful. Mark looked beyond simple differences in school frameworks for managing behaviour and highlighted a number of other variables,

*University and seminar time can't really prepare you for what is in a classroom, they can only give you ideas but it doesn't put you in that situation and every child is different, every situation is different, there is no way that it can all be covered in a seminar so I think they are right to have...um...not perhaps dedicated a massive amount of time to doing that, um definitely the school placement was the way forward for learning.*

(Mark, Interview 1)

He seemed resigned to the idea that the university cannot really prepare trainees in relation to behaviour, they can only learn it on the job. Though framed as a rather defeatist message regarding the potential of the university to contribute much of value to his learning in relation to behaviour, there is a hint of an opportunity. Mark's view reflects Korthagen's (2001) perspective that it may not be possible for beginning teachers to be prepared for every type of situation they would face because of the unique characteristics of schools and students. Korthagen (2002) argues instead that beginning teachers need to learn how to gain new knowledge in order to solve the new 'problems' they will face rather than assuming that training for teachers should involve building a store of knowledge to apply to practice. Such perspectives accept that the teacher is involved in the process of responding

to the often complex needs of individual pupils and therefore has to make multiple decisions in non-routine situations (Haggarty 2002). The opportunity may be for the university to focus on building trainees' capacity to problem solve and seek out new knowledge when required.

Returning to the topic of the contribution of the university based elements of the PGCE course in the third interview, Mark's thinking had moved on from the university having a difficult task in preparing the trainee for the diversity of schools and pupils to an understanding that the PGCE course represented a basic grounding upon which the teacher has the responsibility as professional to build:

*I think that what you get at university is still the best you can get because it is something that develops by being in those situations. There's no quick answer - it's not going to happen straight away. There is a learning curve, because every group is different, every school is different, and every school has their own behaviour policy. There's no way a university could ever cover all possibilities. It's not going to happen. So the basic grounding you get is I think the best you can hope for. And then it's up to a teacher as a professional, as part of their job, to make the effort to go out and continue to broaden their knowledge of how to look for solutions.*

(Mark, Interview 3)

In considering the extent to which this comment is evidence that the university is fulfilling something similar to the role envisaged by the views of Korthagen (2001), it is important to note that Mark still maintained a view that the university elements only represented '*the best you can hope for*'. It is not the positive rendering of these elements as the right form of preparation that enables more effective learning about behaviour during the school based experience and subsequently as a newly qualified teacher. The implication within how Mark expressed his views was that '*the basic grounding*' relates to substantive content about behaviour rather than the development of a way of thinking.

Underlying the views of Sarah and Mark is the question of whether schools are so unique that training can only ever aim to prepare the individual for

where they are at any particular time. This theme also emerged in the first interview with Justin. He was very positive about the intervention he had from a university tutor whilst on a difficult placement. There appeared to be a contradiction between the positivity shown in the interview and the limited value attached to the contribution of the taught elements and tutor support he recorded when he completed the second questionnaire. When Justin was given the opportunity to expand on this it was clear that his positivity was due to a particular tutor being able to offer advice that related to the specific context. It was also the reason that he attached value to the contribution of the school based mentor:

*The advice you get on placement is more contextual and relevant for that specific placement, for that specific school, so the advice that you get tends to be highly relevant, and has a sense of urgency because what you're told in a school mentor meeting, you're actually going to be able to apply the very next day on placement. Which you don't get at university, and it's more removed, it's more theoretical.*

(Justin, Interview 1).

Justin's responses placed value on learning that relates to context and is immediately applicable. His recommendation for improving training reflected this. He advocated a more individualised form of support where advice from the tutor was tailored to the context. The positive contribution of an individual tutor was also a point noted by Mark when talking about his second placement:

*There was a group of 6<sup>th</sup> formers who would struggle, I would struggle to get any work out of them, very nice boys, you know not particularly disruptive but they just wouldn't, they didn't want to do work so I emailed the university, my university tutor for some help and he emailed back with some suggestions so that was more of a one to one basis with my subject tutor.*

(Mark Interview 1)

Viewed in the context of, for example, Powell and Tod's (2004) work, it could be considered positive that Mark, Justin and, to a more limited degree, Sarah had recognised that training in relation to behaviour management cannot be

reduced to an imparted set of universally applicable strategies to be implemented. However, the concern conveyed is still with the acquisition of strategies. The key difference is that, rather than a belief in the existence of a universal set, Mark, Justin and Sarah placed their faith in the opportunities school placements provide to learn context specific strategies. If professional development in relation to behaviour management is only based on learning strategies and approaches for a particular context, then it raises issues regarding transferability to different settings. A less positive interpretation of Justin's view, for example, is that it equates with simply learning enough to cope on a day to day basis in one context.

## **7.2 Learning as a Newly Qualified Teacher**

The interview data suggested that, as the seven teachers progressed into their careers as qualified teachers, their professional development was also largely based on the practice they observed in their schools, advice from colleagues and their own reflection on classroom events. Their comments would add support to the 2010 Education White Paper's assertion that:

*We know that teachers learn best from other professionals and that an 'open classroom' culture is vital: observing teaching and being observed, having the opportunity to plan, prepare, reflect and teach with other teachers.*

(DfE 2010a: 19).

That they learned from other professionals and was seen as valuable would be difficult to dispute based on the views expressed; whether this is *best* in the literal sense of this learning being the optimum way or unable to be bettered is more open to debate. The potentially insular nature of this learning and the limited exposure to perspectives outside of the school in which the teacher is employed is a potential concern.

### **7.2.1 The perceived value of observing and talking to colleagues as a source of learning**

Despite her general positivity regarding the PGCE course, one aspect Heather identified as a possible weakness was the limited opportunity to observe other teachers:

*I also feel that I didn't get enough chance to observe other teachers and that has been the biggest help this year, having that NQT time to go and sit in other classrooms and watch how other teachers teach, watch what strategies they use because that has been the thing that has really given me the most ideas this year um and yes I don't think you get much of a chance to do that, it's difficult.*

(Heather, Interview 1)

Contained within her comment is the underlying message that the primary source of strategies was the practice that she observed in her own school context. Sarah too viewed observation as a primary method of learning. However, reflecting on possible professional development opportunities as she approached the start of her second year as a qualified teacher, she indicated that alongside observation she did intend to seek out some local authority courses and do some reading:

*So all the ones I missed this year just gone, and I missed quite a lot, I'll probably try to attend them. So whatever comes up I'll go to and won't specifically seek out ones on behaviour management, but if there's one there, I'll definitely sign up for it. Other than that, I don't plan to go to any proper courses, but I do completely intend to observe other teachers in the school. And that I'll be looking across the board, everything from classroom management to behaviour management and use of voice and all that kind of stuff. So yes, those are my two main things I plan to do and I'll continue to read. I'm reading my way through a couple of Bill Rogers books which I'll continue with. I'll continue to watch Teachers TV, videos and that kind of thing.*

(Sarah, Interview 1)

Though this points to learning from sources beyond her immediate environment, Sarah's comments in the third interview saw her questioning the value of the courses and affirming the value of observing practice in her own school:

*And I went to a few half day courses that were laid on by <name of Local Authority> for NQTs, which were of minimal help. In fact they*

*were pretty rubbish, if I'm honest. I also spent part of my NQT time or PPA time observing a different teacher each week. And that was encouraged by the head - he encouraged that, and organised for me to go and observe that teacher, and then that teacher... That was really good.*

(Sarah, Interview 3)

Though in the first interview Sarah indicated she had read some books about behaviour, these were not entirely independent of school influence as they had been lent to her by a colleague. The books were by Bill Rogers. Though Rogers is a well known, prolific writer and his ideas have featured in National Strategy materials (e.g. DfES 2003b, 2004a), he was not known to Sarah at the end of her training. This raises issues of criticality in the process of the development of knowledge, skills and understanding in relation to behaviour. From her comments, it seemed likely that Sarah's practice was heavily influenced by the practice she saw around her in her own school. In addition, even her exposure to literature, which might provide an alternative perspective, was based on sources recommended by colleagues at the school. The case study participants' engagement with literature as a source of learning is a topic that is discussed later.

Kirsty confirmed that her usual response when confronted with a problem related to behaviour would typically be to turn to colleagues for advice '*as they know the pupils, and they know the background to the pupils and they've perhaps tried various things themselves*' (Kirsty, Interview 1). The approach was rationalised on the basis that the concern exists within a context and so colleagues who are part of that context are better placed to offer ideas. Heather too indicated that if confronted with a problem she looked to colleagues first:

*My first port of call is usually other teachers - previous teachers, who've had that child. I tend to also talk to the parents, and see what their opinion is of their behaviour. By this point, I've usually worked quite closely with them, trying to sort it out. But generally speaking, it's just trying to find as many different strategies as possible and working with the teachers in the school. I will also look in books and things as*

*well, but often by that point the strategies that I've found in books that I've employed within my time teaching have proven to be ineffective.*

(Heather, Interview 1)

In the final sentence the implication is that books are unlikely to offer the specificity required. In a sense Heather had built up a justification for not engaging with literature.

Whilst similarly reflecting the value of colleagues' knowledge of the specific context, Mark put forward an additional rationale for seeking support in-house rather than external sources:

*I don't know where to look, I think is the problem. There's a wealth of information out there, and spending time going through it... I think that's the other thing as well - we're already always short on time as teachers anyway, and it's just another thing that gets added to the list... And most of the time, I just speak to my colleagues - because if they have that group for another subject, I just ask 'What do you do with that group or with that particular child?' So a lot of it is just internal or within a department or within my friendships within the school.*

(Mark, Interview 1)

There is a plethora of material related to pupil behaviour and behaviour management available in book form and online but Mark's suggestion is that this in itself posed a problem as he did not know where to look for this. As a result he settled for a more easily available source in the form of those colleagues around him.

As a group, the case study participants seemed to construct a rationale for learning through in-house opportunities based on the apparent uniqueness of the situation. The parochial nature of the teachers' learning, that from my perspective as a researcher I was increasingly constructing as problematic, the case study participants seemed to see as entirely logical and unproblematic. From a pragmatic perspective of the accessibility and immediacy of the advice, coupled with an understanding of school systems and often awareness of what has worked or not with the particular pupil or



groups of pupils previously, it is difficult to argue with the case study participants' perspective on this issue. The risk however is that their professional learning about behaviour is shaped by a limited number of placement schools during the PGCE course and subsequently by the school in which they take up their first appointment. As discussed in more depth in the next chapter, this potentially makes the school context an important factor in the development of a beginning teacher's thinking and practice in relation to behaviour. If, as the data strongly suggests, and is confirmed by other research (e.g. Hobson et al 2009), they learn from experiences in practice, then this would give further weight to the idea that the university based elements of the PGCE course should not seek to compete with this but instead develop the critical thinking that allows the new teacher to make informed judgements about which practices they should emulate and what advice they should take onboard.

### **7.2.2 An insight into the process of strategy acquisition**

In my consideration of the process by which new teachers might choose to incorporate an observed or advised strategy into their repertoire, Nick's magpie analogy seemed particularly apt. In my first interview with him Nick introduced this analogy:

*I was observing what others were doing and not necessarily in a lesson observation, just around the school, certain, you know, characters of teachers around the school and how they dealt with students and you try and...I found myself like a magpie, I will have that, I will take that.*

(Nick, Interview 1)

Nick expanded the magpie analogy in the second interview when speculating on how he became aware of the proximity praise technique he had just outlined to me:

*I think a good teacher should be like a magpie: 'That's good - that works'. You're going to pick up all those shiny things that you've seen other people do, and you try them. And probably 50% of them will not work for you. But there's 50% of pure gold there, in terms of 'OK, I saw that being done, I've tried it: yes, that works.*

(Nick, Interview 2)

It is interesting to note that, from the initial personal perspective on how he learned in the first interview, by the second year of practice Nick had generalised the magpie approach, viewing it as a characteristic of a good teacher. He used the same analogy when discussing the characteristics of good training on behaviour during the third interview:

*Something where I... when I'm on it, I feel inspired, where it's those moments of 'Oh, that's a good idea!' I think with teaching - I don't know if I've said it before - we're like magpies; we just go round and pinch little shiny things that we like the look of.*

(Nick, Interview 3)

When Nick first used the magpie analogy it captured my developing perspective from the full range of interviews regarding the case study participants' approach to the acquisition of knowledge, skills and understanding in relation to behaviour. There seemed to be an opportunistic nature to the approach that also raised questions regarding how discriminating a new teacher might be in determining the aspects of observed practice to seek to incorporate into their own practice.

### **7.2.3 Engagement with theory**

The views expressed by the case study participants reflected Hobson *et al*'s (2009) findings that many beginning teachers hold the view that they will learn how to teach and manage classroom behaviour by experiencing and 'doing'. This message was also conveyed through the questionnaire data (see pg 176). As reported in Chapter 6, the responses to the questionnaire indicated quite limited reading and a relatively high percentage accessing Cowley's (2003) *Getting the Buggers to Behave*, which is overt in claiming to offer practical advice rather than any academic theory.

The issue of engagement with literature and other sources was tackled in the first interview via an opportunity to reflect on the sources the case study participants had reported accessing when they completed the second questionnaire and a structured book selection exercise. The latter involved the case study participants looking at the titles and short blurbs for a range of books on behaviour and commenting on which they would be drawn towards

and which they would be likely to reject. It sought to explore the basis upon which the case study participants would select a particular source.

In some cases the selection was based on a perceived degree of match between the focus of the book and their immediate context. For example, Mark was attracted to *Surviving and Succeeding in Difficult Classrooms* (Blum 2006), as he felt it related to his school, whereas Sarah rejected *Managing Very Challenging Behaviour* (Leaman 2009) text because it was not applicable, observing:

*Probably I'd steer clear of it because I don't think that quite matches with what I've...that's the kind of book I imagine you would read if you specifically needed that kind of thing rather than it being a generic read.*

(Sarah Interview 1)

Kirsty differed in her rationale for choosing Blum's (2006) text, with the degree of match with her current context exerting less of an influence. Rather than focusing on her immediate needs she adopted a more precautionary perspective, wanting to be prepared for behaviour she might encounter, suggesting:

*It is important not to just think that all kids want to learn and have the worst possible scenarios and a backup for those.*

(Kirsty, interview 1)

For other case study participants the reason for interest or rejection related to the degree of match with their own assumptions and beliefs about behaviour. Nick, for example was attracted toward *Behaviour for Learning: Proactive Approaches to Behaviour Management* (Ellis and Tod 2009) because, in appearing to be 'moving away from managing behaviour to managing learning' (Nick, Interview 1), it resonated with ideas he had formed from an essay completed as part of the PGCE course. This essay, he claimed, had led to the realisation 'well hang on it's not behaviour management, its learning management' (Nick, Interview 1). Heather was drawn to the same text, observing:

*The one I'm most drawn to is behaviour for learning because that links in to my own beliefs that you don't deal with behaviour by...um...you know by just trying to stop the behaviour, you try and work out what's behind it and because ultimately the children are behaving that way for a reason and this links in to what I believe - that if children are happy and content in the class and they want to learn and they are there for that reason then they don't misbehave.*

(Heather, Interview 1)

For Nick and Heather the selection process appeared to be based on the perceived closeness of fit with their own views. The differences between the beliefs of individuals was illustrated by Tom who, commenting on the same text, was highly critical:

*The title reeks of things like emotional intelligence and the psychological bullshit namby pamby stuff which I could really do without.*

(Tom, Interview 1)

Instead, Tom was drawn to *Surviving and Succeeding in Difficult Classrooms* (Blum 2006) and *Managing Very Challenging Behaviour* (Leaman 2009) over the other texts which he viewed as either too general in their focus or 'full of the psycho babble'. Though Tom's views on theory were the strongest amongst the seven case study participants, the impression created by their collective comments was that the limited engagement with literature reflected an underlying view that theory had little to offer.

The book selection exercise from the first interview was interesting in revealing some of the thinking that might be behind a decision to access a particular source. It showed that seven individual teachers who had received broadly the same training could have radically different views, leading them down different routes in their choice of reading material. However, it was an exercise and there is no reason to assume that these teachers would have sought out these books independently. A more important issue than the reasons they might select a book if they were going to read one was their

relationship with theory and what this might reveal about their limited engagement with this as a source of learning

#### **7.2.4 The relationship with theory**

Cowley (2003) promotes her book based on it being *'practical, easily accessible and easy to read. No academic theory - just lots of tips, advice and examples to show how the ideas I give really work in practice'* (Cowley 2003: xiv). On the back cover she asks the potential reader, *'How many of us, snowed under with reports to write and lessons to plan, have time to wade through endless theory?' (Cowley 2003: back cover).*

In her comment, Cowley may have captured the relationship that a number of the case study participants appeared to have with theory. During the first interview, Sarah indicated that theory was not a particular priority for her as a classroom teacher. Discussing Porter's (2007) *Behaviour in Schools* she expressed a concern that *'it sounds like it's more theoretical'* and acknowledged that:

*'...really what I want is practical tips, that's really all I'm after. I don't want to have to read a lot to then have to figure out how that translates into practical (sic). I almost want to be given a list, I want to be spoon fed really if I'm honest'.*

(Sarah, Interview1)

The notion of wanting to be spoon fed appeared quite a limited aspiration and was an issue I explored further with Sarah, asking whether she saw this as a characteristic of this early stage of her career and might later want to engage with something like Porter's (2007) text. Her response reinforced the distinction between the practical and the academic that she perceived to exist:

*Not really. That to me is like, that's a bit like academic, it sounds to me, if I was wanting to do a PGCE, sorry a PhD or something, that would be the kind of thing, but all I want at the moment is practical advice and practical ideas, and I don't think that will change unless I particularly chose to look more into the theory of behaviour, or want to study more, which I don't at the moment, all I want to do, and all I can*

*see myself wanting to do for the next several years is just becoming a better classroom teacher. And whilst it might be nice to try to understand all the ideas behind behaviour theory, that's not what's motivating me at the moment, it's just being better in the classroom.*

(Sarah, Interview 1)

The possibility conveyed in my question that Sarah's view on the contribution of theory was a transitory phase reflected Hutchings *et al's* (2000) research finding that once teachers had gained substantial experience, their concern for 'survival' subsided and they started to look to theory to explain their actions and to stimulate new insights in order to develop solutions to problems experienced. This would be in line with certain models of teacher development (e.g. Fuller and Brown 1975, Furlong and Maynard 1995). Sarah's response indicated that theory might only be relevant if pursuing something additional to her role and was not something she saw as a necessary part of becoming '*a better classroom teacher*'. In highlighting this point, it is interesting that she chose to give the extreme example of a PhD as the level at which more theoretical material might be necessary rather than, for example, pursuing a Masters level qualification or simply undertaking an accredited course. It is as though she wanted to convey just how far removed from her current role engagement with theory would be.

The topic of the place of theory was revisited with Sarah in the third interview when discussing her views on how well her initial teacher training had prepared her in relation to behaviour. It seemed she was not against theory, and did acknowledge that it was interesting, but still appeared to struggle to see the direct relevance to practice:

*In order to feel confident, in order to feel like you can walk into a school and teach, it's those practical tips that made me think 'Oh, I can try that', and walk into a teaching practice with some confidence. Having read about Vygotsky didn't make me walk into a school with any confidence. It was interesting - I'm not for a moment saying it's not - but it didn't make me think, 'Right, let's tackle this class with some Piagetian theory!' That's not what did it for me. It was walking into a school and thinking, 'I'll try this maths mental starter' or 'I'll try that*

*circle time idea'. It's those actual ideas to really use in the classroom that excited me the most on the PGCE.*

(Sarah, Interview 3)

Implicit in her comment is the idea that what she really wanted was to feel confident in knowing what to do when she went into the classroom. Her examples portray a particular view of what is meant by theory. She focused on main theories of learning and this may reveal a need to develop in trainees a broader view of what should be considered to represent 'theory'. One definition may be that theory simply refers to anything that is not practice. Under such a definition practice would encompass learning from doing the job of teaching, formal and informal opportunities to observe colleagues and informal and formal advice given by colleagues. Theory would include, for example, research reports, well referenced academic texts, books aimed at practitioners, national Ofsted reports, specialist and other websites and nationally or locally produced guidance materials. The common theme is that these represent perspectives from outside the teacher's own immediate school environment.

Sarah's reservations regarding theory were mild compared to Tom's explicit rejection:

*All that worked was watching what other people do...I don't think, and it's certainly been borne out, that you can learn it in theory. You can be told what to expect, you can be told what you have to put up with, but until you actually get in there and work out what your personality is and what your voice is I don't think any of the theory actually matters.*

(Tom, interview 1)

Within his critique of *Behaviour for Learning: Proactive Approaches to Behaviour Management* the rejection of theory was also evident:

*I really like the practical things where people really know what's going on rather than theory. Some of these people haven't even met a kid, let alone taught them.*

(Tom, Interview 1)

Here it is not only theory that is the target of the criticism but those who he perceives are writing from a theoretical perspective. He has constructed an image of such people as detached from the reality of practitioners' experience and consequently ill equipped to comment on practice in schools. By the third interview, Tom's views had not mellowed on this issue. Commenting on what he felt would represent good training in relation to behaviour management he observed:

*And if it's a person who doesn't practically teach - if they're a theorist who's been out of the game for a while - there's no respect. It's got to be someone who's got a day off from their inner city comp and they've come down to go 'This is what I have to put up with, and I do this. It sort of works occasionally - it might work for you.' They're the people where it's 'OK, so you're in the shit every day - I'll listen to you, because at least you might have some ideas'. Don't give us a theorist.*

(Tom, Interview 3)

Theory was not universally rejected however. In the first interview Kirsty appeared to construe theory as anything other than classroom practice:

*Seeing those behaviours and dealing with those behaviours and getting it wrong and learning from that...uh...has helped me more than actually talking to people because theories are very good but it's relating that to the classroom, you have got to get it right.*

(Kirsty, Interview 1)

She also followed a broadly similar pattern to the other case study participants in the first and second interviews, expounding the virtues of learning from direct classroom experience. However, her comments included occasional references to authors, though she struggled to remember names, and undertaking reading. In the third interview she talked about the value of studying at Masters level:

*I'm studying for my masters, which I think has helped in many aspects - there are some things that I just do because that's what is done, and then understanding the theory behind it is quite insightful.*



Her Masters was in educational studies and so not specifically related to behaviour but she was able to identify some transferable learning:

*I think understanding that in other areas and policy that there have been issues as well - I think that's insightful and useful for my practice and perhaps my sanity as well, that it's not just me. Understanding that self-reflective process is quite important and thinking about how I could have changed my behaviour, or how I could have worded things differently or behaved differently within the classroom.*

(Kirsty, Interview 3)

This had not led to an extension of her knowledge base in terms of adding to her repertoire of strategies but there was an acknowledgement that there was value in being able to think more critically about her practice in relation to behaviour.

In the third interview Heather also expressed some enjoyment of 'all of the theory' and 'the way that we were philosophising about teaching and pedagogy and things' whilst following the PGCE course, but within the first interview had expressed the reservation that:

*The reality is always very different from the theory and when you are coming into the classrooms on your practices, you're inheriting other people's behaviour strategies whereas when you are in the class on your own, you're kind of creating them from scratch and there is an awful lot of trial and error.*

(Heather, Interview 1)

Implicit in this comment is the view that theory has to directly and immediately inform practice. Even as one of the case study participants who articulated the value of theory, she did not appear to see a role for theory in helping her to critically evaluate the practice of others that she claimed she had to inherit, or in understanding better why this may or not be effective with pupils. Similarly, she offered no recognition of the possibility that what she decided to 'trial' in her own classes might be better informed by an evidence base and result in less 'error'. Nevertheless she was open to the contribution that

theory might make in the future in preparing her for teaching an unfamiliar age group:

*I've tended to speak to other practitioners...um...rather than go back to theory because it was about specific children and they had previous experience of those children...um...but I think I'm moving down the key stages now and I might look at it again from a theory point of view...um...because I think I need to kind of re-jig my thinking.*

(Heather, Interview 1)

Though there were examples of some of the case study participants talking positively about theory, the overall impression created by their responses was that theory was not viewed by any as a significant source of learning in relation to behaviour. The general views on the value of theory concur with the finding from Hutchings *et al*'s (2000) study that beginning teachers preferred practical advice rooted in experience over theory of the kind they gained in the higher education institution or from reading books. More generally, Elliott (1991) has argued that teachers perceive that theory cannot be applied in practice or cannot be used in relation to their own professional actions. Elliott's (1991) suggestion was also that, in recognising they are unable to make use of the theory presented to them, teachers can feel that they are somehow falling short of living up to the expectations experts seem to have of their capabilities. There was no evidence of this from the case study participants; they seemed to have constructed and rationalised a view of theory as largely unhelpful. Korthagen (2001: 5) has offered the view that '*The only way out of the feeling of falling short is to adopt the common habit of teachers to consider teacher education too theoretical and useless*'. It did not appear, from their comments, that the case study participants' rejection of theory was a form of compensation for any feeling of personal inadequacy associated with not being able to make more use of it.

#### **7.2.5 Access to external influences through training**

Access to sources of learning outside of the school in which the case study participants worked was fairly limited. As already described, Sarah had access to NQT training provided by her local authority over her first two years as a qualified teacher because she was part time. Though initially she found

some aspects of it useful, by the third interview she had formed a fairly negative view. In light of the preceding consideration of the case study participants' relationship with theory, it is interesting to note that her criticism of these sessions, which she viewed as '*pretty rubbish*', was that '*they were too theory-based*' (Sarah, Interview 3). Sarah expressed a preference for Teachers TV programmes. This raises the issue that it is a learning experience that is undertaken independently and so, unlike a training event where there is a facilitator, there are potentially no mediating influences on the learning that takes place besides whatever commentary is provided by the programme.

The other case study participants referred mainly to events run within their schools and led by school based staff. Mark and Kirsty both referred to training sessions put on for them as newly qualified teachers. They both worked in relatively large secondary schools and so it is conceivable that a number of newly qualified teachers would start each academic year. In the first interview Kirsty reported receiving '*fairly extensive training*' involving '*a dedicated programme with sessions after school and things*'. After this she was reliant primarily on discussions within departmental meetings when behavioural issues could be raised. In contrast, in the third interview, Mark also reported attending some workshops on behaviour management as part of the general programme of workshops organised by the school. He reported that there were two or three behaviour management workshops as part of the programme each school year. This training was primarily delivered by staff within the school so there was limited influence over his professional development from external sources. The strength of using in-house expertise is that input can be tailored to the school context, and from a school improvement perspective this may be a positive dimension. However, for the individual teacher in their first few years of teaching, it may not be so beneficial. Essentially they only receive input from staff in their own school, potentially on matters relevant to that school. The hope would be that the in-house facilitators are looking outwards and accessing sources of information to inform the content of their training, but there is no guarantee of this. The risk is that a new teacher such as Mark gets a diet of what works for the colleague facilitating the training in the particular school, or other schools that

they have worked in, rather than a broader exposure to a range of strategies and approaches to behaviour.

Heather indicated that she had not received any additional training in relation to behaviour since becoming a qualified teacher but the behaviour policy had been revised and the school had devoted an INSET day to this:

*Not training, no. Again, we had an entire INSET day looking at behaviour in the school, trying to revamp the policy. We did consider different scenarios and look at how we would deal with those and what we thought was important for behaviour in school, so that was quite - what do they call it - blue sky thinking. But we didn't really have any specific training as such. And we didn't have any staff meetings or anything like that either.*

(Heather, interview 3)

Much like the in-house training experienced by Mark, this type of activity has considerable value both from a school improvement perspective and possibly in the short term for Heather in learning how her colleagues might approach certain scenarios. A counter perspective is that she was potentially *only* hearing how her colleagues in this school in a 'very nice' (Heather, Interview 3) area would address these. Though she refers to this as blue sky thinking, the risk may be that the sky is limited to the professional imaginations of her colleagues. The ideas she was exposed to may have been limited to their collective experiences and knowledge.

Justin did not refer to any particular training in relation to behaviour received in his first year of teaching, though he had signed up for a course for his second year. Tom had not accessed any additional training in his first year, referring only to the value of guidance from a colleague (Interview 1). When interviewed at the end of his third year of teaching he referred to some formally organised school based learning opportunities. It was not entirely clear if he had been to any of these school based sessions on behaviour, but, if he had, these did not seem to have made much of an impression:

*There's CPD, there's seminars, there's talks, there's... mostly nothing. It's just you and your colleagues, and you've got to work it out yourselves. And you kick things up a level if people have something wrong with them - you get them moved up a level and off they go to the next level of intervention.*

(Tom, Interview 3)

Within Tom's comment a key issue is highlighted; where behaviour is concerned teachers may only be drawing on individual and collective capacities. From Tom's pragmatic perspective even the formal CPD organised by the school appeared to be of limited relevance; instead practice was dependent on what he worked out together with colleagues.

None of the case study participants appeared to consider limitations in formal professional development opportunities a concern, nor were they at any stage presenting as keen to access more training on behaviour. This is interesting in two respects given that a number of them were critical of the input on behaviour in the university based elements of their initial teacher training. Firstly, they did not seem to feel sufficiently under skilled to seek out further training; continuing to learn through being a teacher seemed sufficient. Secondly, lack of direct input during initial teacher training in relation to behaviour was constructed as a concern, but they appeared willing to accept that they would receive limited direct input as part of their continued professional development.

### **7.3 Selecting and evaluating strategies**

As this chapter has illustrated, within training and the early years of practice the case study participants set considerable store by learning about behaviour through talking to colleagues and formal and informal opportunities to observe practice. Though my developing view was that the possible insularity could be problematic, for them the context based learning they described appeared to make sense in serving their immediate needs. An associated issue was how, without the '*application of theory and conceptual frameworks*' (Powell and Tod 2004: 12), the case study participants selected and evaluated strategies for behaviour management.

In the first interview Mark indicated that the response of the class would be a key factor in determining whether he should adopt the observed practice:

*I think part of it is you notice how the whole class act around the teacher, you can tell if the class are on task and you know there's not really, or there is a little bit of chatter but they are still doing their work but generally they respect the teacher, they like the teacher and they will do the work but if they don't like the teacher then that's when issues can start to kick off and they may not do the work, they may be disruptive, they may be calling out, they might even walk out of lessons so yes, I would say that it all depends on that first meeting for me as to how they are going to take you. It's very hard to win them over once they have made up their minds.*

(Mark, Interview 1)

He clearly had some criteria for judging what he observed, including pupils' responses to the teacher, on task behaviour and whether pupils generally appeared to like and respect the teacher.

By the third interview, Mark was experiencing difficulties with the behaviour of certain groups and had sought and been given specific advice from a more experienced colleague. He had not questioned the origins of these suggestions:

*I didn't ask him where he got those from actually. I guess some of them are just experience. And he is in charge of the behaviour policy so I'm sure he's probably done a lot of reading around and I guess he's considered to be an expert on... well, maybe not an expert, but it's definitely what he's in charge of in the school so hopefully he's got some knowledge.*

(Mark, Interview 3)

Confidence in the colleague imparting the knowledge appeared to be the key factor, though on probing this issue further with Mark there seemed to be a more personal dimension to the judgement:

*I judge it on what I would find acceptable myself, really. OK, someone might suggest something but if I'm not happy with doing that - even if they've suggested it - I'm not going to do it. I mean, some people have suggested in previous times that you send a child for something like a long stand or a short wait and all that sort of thing, but to me that's not really what it's about - it's more of a punishment, I think. Would I want my child to be sent off and have their time wasted when they could be in lessons?*

(Mark, Interview 3)

In this extract Mark is referring to advice rather than practice he has observed so he is unable to rely on pupil response as a guide. The criterion here appears to relate to a personal feeling about whether or not the strategy or approach is appropriate and should be incorporated into his practice. Part of the decision is based on trying to imagine how a parent of a child would feel about the strategy.

Like Mark, Sarah focused on the pupils' response to make her judgement about an observed strategy:

*I suppose it's partly how the children react to whatever that thing is. If a teacher is keeping a class calm, and he's using particular phrases, or using a particular stance or body language or a tone of voice, and it appears that the children are calm, and they're learning and they're accepting, then that has to be a good sign. I suppose it's sometimes...it's a gut feeling that that's a good phrase to say, that's a useful way of saying, maybe it's a useful way of saying something I've found difficult to say, like a, just a form of words that I think sounds good. If for the most part it appears to be working, it probably is a good thing to do.*

(Sarah, Interview 1)

In this comment she makes a causal link between the pupils' calmness and the teacher's verbal and non verbal behaviours. She also refers to gut feeling which raises an issue of what actually informs this. The implication is that the

practice observed intuitively feels right but, as discussed earlier in this chapter, the reference points for this judgement may be quite limited.

Kirsty seemed to adopt a 'do no harm' principle as the first criteria in selecting strategies but coupled this with an image of the kind of teacher she wanted to be and how compatible a suggested approach was with this. She noted,

*I will listen to everything and I'm happy to hear it because I'm still learning and I'm at the beginning of my career - I wouldn't rule anything out unless I thought it was wholly inappropriate in terms of safety or something, but it also depends... while I wouldn't rule it out, I might not advocate it within my practice if it seems perhaps... I wouldn't say too harsh, that's the wrong term...*

(Kirsty, Interview 3)

She elaborated on this notion of the compatibility of the approach with her own view of herself as teacher:

*I think it depends on the kind of teacher you want to be. I don't want to be a shouty one, which I think some people have a reputation for. But then again, I don't want to be the cushy one. So it's finding that balance, that's right for me.*

(Kirsty, Interview 3)

The judgement therefore is very much linked to Kirsty as an individual. For example, in avoiding becoming 'a shouty one' she would presumably reject strategies that rely on that type of approach, whereas Tom, who claimed 'my voice is my armour if you like, I can be very loud' (Tom, Interview 1), might have a different view. As discussed in Chapter 9, this may be part of a broader issue related to developing an identity as a teacher and the preconceptions, concerns and perceptions that shape this (Darling-Hammond et al 2005, Hammerness et al 2005, Hobson et al 2009).

Responses to the general exploration of the selection and evaluation of strategies were a stimulus for the focus of the second set of interviews.



## **7.4 Learning through observation**

If, as the case study participants suggested, much of their learning came from observing others, then a key question is what they focus on and take from any observation. It has been suggested that when observing good teaching it is not easy to gain a deep understanding of its complexity (Munby et al 2001) and, associated with this there is '*a tendency to imitate the most easily observed aspects of teaching*' (Hammerness et al 2005: 368). The structuring of the second set of interviews around a series of video extracts was a direct attempt to explore what the case study participants focused upon and viewed as significant when observing practice. As explained in Chapter 5, it needs to be recognised that responses to a video extract might be different to responses to a real observation. However, as an approach it has the advantage of being depersonalised; the case study participant is less likely to be influenced by what might work in their class or their school, or what they feel personally capable of implementing as part of their own practice.

### **7.4.1 Learning as the focus**

A feature of all the case study participants' responses to the first two video extracts was a strong focus on teaching and learning. The interview discussion was not dominated by consideration of how behaviour could have been better managed or suggestions of specific behaviour management techniques.

Responding to the first video clip, Nick and Justin highlighted the broad issue of the role of the teacher, expressing concern about the dominance she assumed within the classroom. Both seemed to bring to bear an understanding that the teacher should have a facilitating role, leading them to view the dominant presence of the teacher as problematic and potentially a barrier to pupil learning.

Other case study participants focused on more specific elements of practice. Kirsty, Mark, Tom and Heather highlighted the issue that the teacher engaged in lengthy interactions over relatively minor issues such as forgotten equipment rather than maintaining the pace of the lesson and keeping the focus on learning. Heather clearly articulated this point when asked what advice she might give the teacher:

*Perhaps to focus on what the children's actual learning objective is, and make sure that her comments to them are relating to that, so making sure that she's thinking that if they need their pencil case or if they're doing things that don't count as quiet working behaviour, that it actually could still be learning behaviour, and getting things to help them with their learning. And identifying children - she should be looking for what they're doing, rather in terms of the learning and the activity she's giving them to do, rather than the other things that she seems to be focusing on - remembering what the purpose of them being in the classroom is, rather than being caught up with this particular picture she has in her head of a classroom needing to be a certain way - they have to have their planner, they're not allowed to do such and such, they should have remembered their pencil case.*

(Heather, Interview 2)

The case study participants retained the same focus on teaching and learning when commenting on the more realistic portrayal of practice in the second video extracts. They did not focus heavily on behaviour management or see the solution as being the acquisition and deployment of more strategies to manage behaviour. Their comments centred on issues associated with the learning activity and the teacher's management and organisation of the learning environment. Heather's observations on the primary extract provide an example:

*The key issues for me would be the preparation of his lesson - he hadn't thought through what he really wanted them to do. If he was specifically wanting them to write in pencil and then colour in, then he should have made that clear from the outset. Success criteria would have made a big difference - he might have done that, but I didn't see it. He needs to make it clear to them if they're working independently, what they could do if they need help. I just don't think he was explicit enough with the children: how he was expecting them to be, how they had to carry out the activity. And he hadn't organised the classroom well enough in preparation for it. So there were an awful lot of fluffy transitions - it wasn't clear. I didn't feel it was clear, and I'm sure the children didn't either, about what the expectations were. They all*

*seemed to know what they had to do, but the order of it was all a bit jumbled up. So I think he just needed to be more explicit and make it clearer. I think that's the sense I got, really.*

(Heather, Interview 2)

Though Heather was almost certainly unaware of it, her reference to transitions resonates with Kounin's (1970) work that highlighted a number of teacher behaviours that can impair the smoothness of the change from one activity to the next. Heather spotted that transitions were an issue but a question this raises is whether this is enough or, as a professional, she should be able to relate her feelings about the observed practice to Kounin or others subsequently who have written on the subject of managing transitions.

Though Sarah was initially drawn to the off task behaviour of a particular pupil, when I asked her what she thought the programme makers were trying to highlight, a lot of her comments were focused on the organisation of the learning activity and the need to make instructions clear:

*I thought they were focusing on the fact that the children didn't seem to get that they weren't meant to colour in their flags, so they had to be told... He stopped the whole class and told them once if not twice. But he also was telling them as he was handing out the resources at the beginning, so it made me wonder whether he hadn't made that clear enough before he sent them off. But obviously you can't tell that, because you didn't see the beginning bit. But it struck me that maybe they weren't quite clear on that - maybe he could have jotted it on the board or something: written up some key points about whatever he wanted remembered.*

(Sarah, Interview 2)

A feature of the secondary case study participants' responses to the second video extract of the newly qualified teacher teaching French to a Year 9 class was a focus on the subject being taught and the issue that a problem for the teacher might be that some pupils lacked interest in it. Nick, Mark and Kirsty raised the particular issue for secondary teachers of whether certain subjects bring with them additional challenges due to some pupils' preconceptions

regarding their relevance. As a secondary R.E. teacher Kirsty identified with these issues:

*I know that my subject and the MFL department do have those behaviour issues because of people not being able to see the relevance – (the pupils) consider themselves to be quite lucky that they speak English and that's that! [laughs] 'I'm never going there!', or 'When we go there, they speak our language anyway.*

(Kirsty, Interview 2)

Comments on this issue reflected an understanding that the behaviour that occurs and needs to be managed may result from a wider issue that needs to be addressed through thinking about how to engage pupils in a lesson to which they may be bringing some negative views. Nick's recommendations provide an example of this awareness:

*They're a lively class; they like doing things - they hate sitting there at a desk doing those boring worksheets. Well, don't give them boring worksheets - get them doing whatever it is. Write a song in French about body parts and then perform it. Work to their strengths. Once you've got that, then you can start feeding in the worksheets that you feel still need to be done so it's evidence that actually they've done something. But you can drip feed that in as and when it's appropriate. Hopefully then they won't go, 'Oh God - it's another French lesson where we just fill in a worksheet and get bored.*

(Nick, Interview 2)

Nick's views regarding this extract were consistent with his suggestion from the first interview that '*a lot of behaviour issues are due to poor lessons and poor planning*'. This suggests that he had developed a personal theory, in this case from an essay he wrote during the PGCE course, and had continued to use it as one of his reference points when evaluating practice.

Tom raised concerns related to the planning of the lesson, but his focus was the teacher's failure to adapt her plans when it was evident the pupils were not responding well to the intended activities:

*Whatever lesson plan she had needed to be abandoned very quickly, and she needed to move with the mood of the class. And give them something to do. She had a little starter - a little questionnaire on the desk. It was dull, and they weren't in that mood. She needed something just to hook them in.*

(Tom, Interview 2)

Though the limitations of this artificial exercise as a predictor of practice must be acknowledged, collectively the responses of the case study participants to the first two video extracts suggest that, when observing, they recognised that they needed to take into account issues associated with teaching and learning. They did not home in on behaviour management techniques or highlight improved – or simply more - strategies as the means by which the teachers in the extracts could secure better behaviour.

#### **7.4.2 Perspectives on behaviour management**

As might be anticipated due to the exaggerated nature of the teacher's behaviour in the staged video extract used first in the interview, there was consensus amongst the case study participants that she was too negative with pupils and that it was important to use more positive language. As Mark noted, *'there was little use of positive praise - it was all very sarcastic and underhanded comments'* (Mark, Interview 2). Recommendations for improvement focused on the teacher framing her language more positively generally and the need to focus on, and acknowledge positive behaviour. Sarah's recommendation for improvement provides an example:

*Every time she spoke, I thought, 'You could have said that in a nicer way - you could have said - for example the child who had only done one question: "Well done for making a start, let's see if we can get a few more done in the next few minutes."' Or maybe say to the whole class: 'We're making a bit of a slow start here, let's see whether in the next twenty minutes, we can all get at least six done'. Set it as a challenge. The child who had been reprimanded the previous day: again, draw attention to it if you want to, but do it in a sort of 'Let's see whether we can have a much better session today', or 'I'm looking*

*forward to seeing how much more work you can do today than yesterday'. There's always a nice way of saying those things.*

(Sarah, Interview 2).

Implicitly the case study participants' responses reflected the long established principle that teachers should '*emphasise the positive, including praise for good behaviour as well as good work*' (DES 1989a: 72).

Some of the comments extended beyond simply the teacher's degree of negativity into a consideration of what, within current government guidance (TA 2012a), might be considered to represent the teacher's personal style and the effect of this on the general climate for learning. Sarah, for example, noted:

*She was negative, she wasn't even slightly encouraging, she was stern and didn't create a pleasant or friendly learning atmosphere. There was no atmosphere of learning in the classroom, just an atmosphere of having to do what they'd been told and no encouragement.*

(Sarah, Interview 2).

Similarly Tom was concerned that the teacher had '*spread a bad vibe around the room from the word go*' and made the point that:

*They were disciplined, as in they were knuckling down, but I think it was more from fear, and with no potential for them to actually do the work. In fact, some of it was counterproductive altogether.*

(Tom, Interview 2)

In response to this very exaggerated example of classroom practice, both Tom and Sarah's comments appear to recognise that achieving simple compliance is not an indicator of a successful teacher. The case study participants' comments regarding the effect of the teacher's style of managing behaviour on the classroom climate focused on the issue of personal style and the extent to which the style adopted was detrimental to relationships necessary for effective classroom learning.

A number of the case study participants made recommendations or highlighted issues related to the practice of the teacher in the first extract that reflected recognised strategies. For example, Kirsty's suggestion that the teacher *'could have seen that that young child wasn't doing his right angles properly and perhaps then made a general comment to everyone: "I've seen a few people doing this" so he'd think, "Oh, that's me"'* (Kirsty, Interview 2) could be viewed as an example of *incidental language* (Rogers 2011). It is a technique that avoids singling out an individual but implies the need for a change in behaviour. Kirsty also recommended the use of *'some more standard language in the way she addresses everyone: "I want you to do this", rather than just saying what they're not doing constantly'* (Kirsty, Interview 2). As well as reflecting the general principle of *positive correction* that is included in Rogers' work (e.g. 2007, 2012) and also within National Strategy documents (e.g. DfES 2003b, 2004a), Kirsty's recommendation is an example of the specific technique of *simple direction* (Rogers 1990).

Nick's recognition that that *'using questions for behaviour management is never a good idea - "What do you think you're doing?" is never good, because you're giving the student ample space for retorts'* reflected awareness of a recognised (e.g. Mellor 1997) behaviour management pitfall.

As part of a set of training materials, the first video extract had been made to highlight specific learning points. As a more realistic depiction of practice the second video extracts attracted different views. In the case of the secondary example there was a difference in opinion on the insistence of the teacher on silence. Justin saw this as vital, suggesting:

*I notice that she didn't insist on waiting for absolute silence before issuing instructions, and that's a fundamental behaviour management technique - to wait, no matter what.*

(Justin, Interview 2)

Nick was far less concerned with this and commented in response to the same clip:

*First thing, don't ask for silence - don't ever expect to get it. That came from this NQT last year: every lesson before the lesson, he would have them line up outside his classroom and ask for silence. They weren't going in until they were silent. They don't want to be in your classroom! If you're giving them the option not to go into your classroom... He didn't actually expect them to be quiet, but he still persisted with it. And so by doing that, you're just making a rod for your own back. Because one, you're saying "Right, we want silence" even though you're not going to get it, two you actually show weakness because you know you're not going to get it. And you don't get it, so you give in and go "Right, go to lunch" or whatever. So they know that this demand for silence is empty and hollow.*

(Nick, Interview 2)

A salient point in considering how new teachers select strategies and approaches to incorporate into their own practice is that Nick and Justin made very different interpretations of the practice they observed. The question is whether it is sufficient for decisions regarding the approach to adopt to be left simply to personal preference. Had Nick and Justin been teaching in the same school, then pupils would potentially be presented with two different sets of expectations. Somehow both Nick and Justin had arrived at their personal stance on the issue of whether to insist on silence and a point to consider is whether, in coming to this point, their learning was ever mediated by somebody offering the alternative perspective for them to actively consider.

The video extract used with the secondary case study participants drew less comment on specific behaviour management techniques than either its primary counterpart or the first video extract. Mark did demonstrate an expectation that the teacher should have employed a graduated response when responding to misbehaviour when he noted:

*There was no 'Can you not do that please?', it was instant 'Get out of my classroom!' That's unacceptable - there was no talking to the child, it was just instant discipline, without a chance to redeem themselves.*

(Mark, Interview 2)



Mark's expectation reflects Rogers' (e.g. 2011) notion of a least to most intrusive approach when correcting misbehaviour (chapter 4 pg 104), though he was not able to identify how he had become aware of this approach, acknowledging:

*I didn't have any specific training on that, but I think that through discussions in our subject and our curriculum sessions and professional sessions, the discussions that we had as a group led to us developing and thinking about what we should and shouldn't do with children, and how to act with them.*

(Mark, Interview 2)

He brands the teacher's actions as 'unacceptable' which is quite a strong and absolute judgement but it seems it is based on vaguely remembered discussions rather than, for example, referencing his views to Rogers' work on the use of a least to most intrusive approach. As so often, the question might be whether this matters. Mark has, after all, identified the key point that a teacher should aim to start with the least intrusive strategy and give the opportunity for the pupil to moderate their behaviour in response.

Justin identified an issue with the teacher's use of voice, suggesting:

*The issue is the volume of the voice - she goes from shouting to not shouting to 'Shush!'. So there's an issue of volume of voice, and controlling the talking of the others.*

(Justin, Interview 2).

Though not a specific behaviour management technique, Justin's concern reflects government guidance stating that '*Trainees should be able to vary the tone and volume of their voice to teach effectively and manage behaviour*' (TA 2012a: 1).

Tom focused attention on the teacher's character and personal style rather than specific techniques, observing:

*She had a natural authority to her. That's what I mean; it's not irretrievable - she had a presence in the room, she was very clear, she was a very crisp, well turned-out, eloquent teacher in her own right - she just didn't use what she had. Give her a couple of years, and I can imagine her being one of the ones where she walks into a class and everyone shuts up. She has that look about her and she has that confidence, but she just doesn't know it yet.*

(Tom, Interview 2)

The ability to walk into a classroom and the pupils become quiet was what Tom identified in the third interview as the evidence he would offer for his own competence in relation to pupil behaviour. There is, therefore, some consistency in what he views as an important quality of a teacher. Many of Tom's comments in the second interview and across the three interviews seemed to reflect the charismatic teacher model set out by Moore (2004) in which there is a strong reliance on personality and personal attributes. Tom's emphasis on personality and personal attributes is a topic that is discussed further in Chapter 9 (pg 296).

Compared to its secondary counterpart, the second video extract shown to the primary case study respondents had a stronger focus on the management of group learning activities. Both Heather and Sarah made comments that displayed awareness of proximity praise (e.g. Barnes 2006) as a behaviour management technique when responding to the second video extract. Sarah articulated the basic principles of this approach clearly:

*Whenever he stopped the class, he would just focus on the children who didn't put their hands on their heads. He never said anything like 'Oh well done, John, you were ready straight away and you were listening straight away', or 'I liked the way that table were all ready straight away'. Because then in theory, the children that haven't done it, they'll look to see why they're getting praise and they join in... in theory. It doesn't always work.*

(Sarah, Interview 2).

Like the secondary extract, the primary example contained practices that both primary case study participants liked and disliked. Though Sarah was more positive about the teacher's practice as a whole than Heather, she raised a small concern about requiring children to place their hands on their heads when the teacher required whole class attention:

*I'm not sure I liked the hands on the heads thing, but I can see why he does it - because it stops them from touching their pencils and pens.*

(Sarah, Interview 2)

In the context of understanding the learning Sarah might take from this had it been a practice she had observed in her own school, a question is whether she would have explored further her reservation about requiring pupils to put their hands on their heads. In the interview it was possible to engage Sarah in further dialogue and in her comments she seemed to be wrestling with a concern about how this technique might be experienced by pupils and an understanding of how, at a pragmatic level, it could be effective. The key point emerging is that had she been observing real practice, possibly of a more experienced colleague, it is questionable whether she would have reached any kind of resolution. It would be difficult for a new, inexperienced teacher observing an experienced and possibly senior colleague to ask whether they felt the approach they were using was undignified. Even if the relationship meant this was possible, it is unlikely that the answer would be anything other than a justification for the approach.

Despite this reservation over this specific technique, Sarah felt that the primary teacher in the video extract '*had a really nice manner with the children*' and generally approved of his approach:

*I liked the way he talked to the children; he was quite funny with the way he talked to one child: 'Come on, use your brain!' That kind of thing. I thought that if you've got the right manner, if you've got the right sort of personality, there's nothing to stop you using that jokey tone with them. That's fine. So I thought that was good.*

(Sarah, Interview 2)

Heather was less impressed by this teacher:

*But I think that often he spoke to the children... it's not necessarily what he said, but the tone of his voice, the way he said it: it was sometimes a little bit condescending. Like that they should know what they're doing, or 'Come on, use your noggin!'*

(Heather, Interview 2)

A question this difference in opinion raises is whether both can be right. Observing this teacher's personal style, both primary case study participants came to different conclusions about it.

### **7.4.3 Responses to the third video extract**

In depicting the operation of a whole school behaviour policy, the third video extract sought to explore at a more general level how the case study participants made judgements about approaches to behaviour they encountered. It was a revealing exercise in identifying clear differences in view that appeared, in some cases, to be informed by beliefs and values. This was evident in, for example, Tom's strong objections to the isolation room depicted in the secondary extract and Sarah's reservations regarding the reliance on extrinsic rewards in the primary extract.

Some of the language used by some of the case study participants to talk about the practices depicted suggested that their perspectives were based on simply a feeling. Phrases included:

*I just feel a bit uncomfortable with it.* (Sarah)

*I feel that my gut instinct would be that I would say that I wouldn't like the names up on the board.* (Heather)

*I can see why it could work, but also part of me doesn't respond well to it. I don't know - it's a funny one.* (Heather)

*I tend to go on gut feeling. And my gut feeling is that that wasn't serving anyone very well.* (Tom)

*But not the box - makes me feel uncomfortable. (Tom)*

*I think I'd feel uncomfortable putting them in a grey room, which is almost a caged environment. I'd feel like I'm not doing them any favours. (Tom)*

In terms of the selection and evaluation of strategies, the implication is that at times an emotional component may exert an influence, based on the simple principle of whether or not a practice feels right to the individual. The implication from the comments is that the case study respondents were applying some form of moral or professional compass that guided their thinking. A key point is that, whatever criteria the case study participants brought to bear in making their judgements about the practice depicted, there was variation in their views. The question is whether it is acceptable within a profession to rely on whether a practice feels right or, as Powell and Tod (2004) suggest, there is a need for exposure through training to conceptual frameworks for behaviour that allow teachers to select strategies and then evaluate the efficacy of these.

A telling comment in light of the consensus that learning about behaviour was largely based on observation and advice from colleagues was Sarah's remark:

*That teacher liked it. And so as a fellow teacher, I sort of trust her. She likes it, she's a teacher - it must be good! So I kind of feel that I want to believe her when she says that it works well.*

(Sarah, Interview 2)

Within the same interview, Sarah raised a number of concerns related to the reliance on extrinsic motivation and the potential conflict between the simplistic emotions displayed through the happy and sad faces on the blackboard and developing an understanding in children of a range of human emotions. Despite this, there was a sense in which trusting in the pragmatic advice of a fellow teacher might prevail over critical reflection or personal reservations.

My impression from the responses to the third video extract was that individual differences between the case study participants were a major influence over the response, rather than, for example, an accepted specific body of professional knowledge. In this respect, the responses differed from those to the first and second video extract where there seemed to be a common acceptance of some general principles such as the need to focus on positive behaviour. The differences in response to the third video extract seemed to relate to broader beliefs about how children learn to behave, how they should be treated and nature of the teacher-pupil relationship. This is a theme discussed in more detail in Chapter 9.

## **7.5 Summary discussion**

The acquisition of knowledge, skills and understanding is arguably the variable that it is easier for policy makers and training providers to manipulate in addressing perceived problems in the preparation of new teachers to manage behaviour. However, from data gathered from the case study participants, it would seem that any changes will necessarily involve more than prescriptions of content if they are to have any significant impact.

A challenge for Higher Education Institutions providing teacher training is the view reflected in comments from the case study participants that the university based elements of the PGCE contributed little to their learning in relation to behaviour. There was a strong sense that school placements were where the learning about behaviour took place. A similar perspective was offered by participants in Hobson *et al's* (2009) research. A question arising is whether the university should seek to increase the taught content in relation to behaviour in the way that Sarah was suggesting or seek to develop its distinctive and complementary role. One possibility is that it needs to attempt a degree of both. Sarah's comments in particular highlight the point that there may be a value in a trainee being able to clearly identify that they have received some designated input. This would reflect Powell and Tod's (2004: 2) acknowledgement that '*skills in delivering a range of strategies are clearly a necessary part of an NQT's survival toolkit*'. Heather noted the university was '*always very keen to say that it's not tips for teachers*' (Heather, Interview 1) but there may be a need to interrogate what is seen by tutors as falling under this rather pejorative heading. As Hart (2010) has demonstrated (see Appendix 2), it is possible to define a body of knowledge that represents

positive behaviour management. Though critical of an over emphasis on behaviour management, McNally et al (2005: 180) note that *'there are techniques and routines which do tend to work provided they are backed up by "good teaching"'*. At a pragmatic level, if tutors are aware of such techniques it would seem to be sensible to share them rather than leave trainees to learn them by discovery. The issue may be one of balance. Powell and Tod suggest knowledge of a range of strategies is unlikely to be *'sufficient to secure the confidence and competence sought by the trainee'* (2004: 2) or *'to protect trainees from experiencing behaviour problems in their classrooms'* (2004: 83). Expending too much energy in covering behaviour management strategies risks elevating behaviour management beyond a status as *'a provisional conceptualisation that is at best a working title for the beginner'* (McNally et al 2005: 183) and overshadowing or, on a fast paced PGCE course, even squeezing out, the coverage of concepts and principles that are of more enduring value in supporting the beginning teachers to problem solve.

One answer may be for the HEI providers of ITE to focus on their distinctive but complementary role, making explicit to the teachers they train that the intention is not to fulfil the *same* role as schools but to provide input that enhances the learning that takes place in schools. Powell and Tod's (2004: 26) suggestion that initial teacher training *'could be enhanced by the provision of conceptual frameworks for behaviour against which trainees could locate and evaluate the efficacy of the many strategies they are advised to use'* perhaps offers an opportunity for the university in developing its distinctive but complementary role. Perceived relevance and perceptions of the value of anything conceived of as theoretical may be the barriers influencing the receptivity of trainees. If teachers do pass through a series of stages in their development in the way that Fuller and Brown (1975) and Furlong and Maynard (1995) suggest, then it may be difficult for trainees to step back from their immediate concerns about personal survival and teaching tasks to engage with learning opportunities that promise longer term gain rather than immediate utility. The earlier suggestion that providers might encourage trainees to develop a meta view of their professional development is a relevant consideration here. This seems to be part of a broader challenge in managing expectations regarding the preparation the PGCE course seeks to provide in relation to behaviour and addressing a general scepticism amongst

the case study participants of the value to practice of anything that they perceived to represent theory.

The value the case study participants attached to learning from the personal experience of teaching and through observing and receiving formal and informal advice from experienced teachers was evident. It appeared to be the primary mode of learning about behaviour not only during the PGCE course but also as they moved into their early years as qualified teachers. The concerning dimension was the limited range of perspectives they encountered outside of the particular school in which they were placed. There was limited evidence of engagement with books or other sources such as websites either during the PGCE year or once in post. Few of the case study participants indicated they had received any training provided from outside their school. The impression created was of a fairly parochial model of teacher development, with the nature of the school placements and the school in which the teacher took up their first appointment exerting a major influence over the development of their thinking and practice.

A particular issue regarding observation as a means of learning may be the extent to which a beginning teacher is able to identify the subtleties of thinking and action present in an experienced teacher's practice (Hagger and McIntyre 2006). Bransford *et al* (2000) suggest that, because the expert teacher's performance may appear seamless and tacit from the beginning teacher's perspective, it is difficult for them to recognise individual contributory elements. It is also quite possible that the experienced teacher themselves is operating at the level of unconscious competence (see Chapter 4, pg 112) or mastery (O'Connor and Seymour 1998). Consequently, they may not always be able to articulate the specific features of what they do that could be of benefit to the beginning teacher because their own knowledge is '*largely tacit and embedded in practice*' (Hagger and McIntyre 2006: 37).

Kirsty's reflection on the observations as a source of learning succinctly captures the potential problem:

*There's so much going on and I didn't realise quite how much. Some of it's explicit, but most of what teachers do isn't particularly obvious to an outsider or someone who's learning the craft.*

(Kirsty, Interview 3)



It is salient to note that even Kounin (1970), whose sole purpose in observing in classrooms was to research differences in effective and ineffective teachers' actions to stop misbehaviour (referred to as a *desist* in his research), only came to the conclusion, after reviewing the videotapes of over 80 teachers, that it was not the quality of the desist that made the difference to classroom behaviour but a whole range of other teacher behaviours. The trainee or newly qualified teacher's purpose in observing is typically to learn something from what they see that will contribute to their own practice. Unlike Kounin, they can usually only take from the experience what they see once in real time and so the chances of attaching significance to the wrong aspect or missing a significant event seem high.

Whilst the case study participants expressed few if any reservations, a concern that arises regarding learning from practice in schools is how as beginning teachers they made judgements about whether to incorporate into their professional repertoire any practice they observed or were advised to use. What appeared effective in the school context seemed to be the guiding principle. Personal preferences and beliefs also appeared to be factors and sometimes this just took the form of an appraisal of whether a practice felt right. There was no indication that the case study participants drew explicitly on theory or conceptual frameworks (Powell and Tod 2004) to inform the selection and evaluation of strategies for behaviour management, though responses to the video extracts implied an awareness of broad principles that could be considered to represent implicit theory. A question arising for me as the researcher was whether my interpretations of case study participants' views on anything they deemed theoretical was prejudiced by my own background as both an academic and a writer of two books (Ellis and Tod 2009, 2015) advocating the use of a conceptual framework. Ultimately, I would contest that theory – interpreted broadly as suggested on page 204 – represents an important reference point in guiding practice. Whilst it is necessary to acknowledge this predisposition (Miles and Huberman 1994), my intention has been to consider the implications of the case study participants' views on theory in the context of a broader issue related to the limited reference points available to them to guide practice, rather than to over privilege the role of theory.

It is questionable whether the notion that the teacher is a reflective practitioner is sufficient to allay concerns regarding a lack of reference points generally or the limited engagement with theory. The process of reflection *'inevitably involves drawing on the range of strategies and techniques one has at one's disposal, or developing new ones'* (Moore 2004: 100 – 101). Moore argues that reflective practice *'implies a sound understanding on the teacher's part of relevant educational theory and research – including theories of cognitive, linguistic and affective development – in order to address issues not restricted to the 'what' and the 'when' of education but embracing, also, questions of 'how' and even 'why'*" (Moore 2004: 101). From the case study participants' responses, it seemed that the range of strategies and techniques they had at their disposal to act on their reflections were limited primarily to what they had encountered in their placement schools and in their current school. The key issues arising are the variability and potential limitations in the reference points for reflection developed by new teachers if they learn about behaviour mainly from context in which they are placed. The extent to which this is a problem may in part be determined by whether professional development in relation to behaviour is viewed as development as a practitioner in a specific and relatively stable context, or development as a practitioner to practice across a range of contexts.

Though this chapter primarily sought to explore the contribution of the school and university based elements of initial teacher training and professional learning once in post, it also begins to shed light on the research question regarding the influence of the school context in the development of thinking and practice in relation to pupil behaviour and behaviour management. If, as this chapter has suggested, observation opportunities and advice available in the school in which they are teaching represent the main sources of a beginning teacher's learning about behaviour, then the school is a factor that influences the development of their thinking and practice. The next chapter explores some of the contextual factors influencing the case study participants' experiences in their early years as qualified teachers.



## **Chapter 8 Contextual factors influencing the case study participants' experiences in their early years as qualified teachers**

### **8.0 Introduction**

In the previous chapter it was clear that the case study participants valued the opportunities to learn from observing and talking to their colleagues. There was also limited indication of engagement with outside influences. From the comments of the case study participants there was a clear implication that the personnel in schools in which they took up their first appointment were an important factor in the development of their thinking in relation to behaviour. The experience of colleagues and their approaches to behaviour are likely to influence the practice of the new teacher. It was also evident from the case study participants' accounts reported in the previous chapter that schools varied in the extent to which in-house induction and CPD events were organised. The emerging issue, therefore, was that the school context was likely to exert an influence over the acquisition of knowledge, skills and understanding. This in, part, began to shed light on the research question:

- How influential is school context to the development of thinking and practice?

In exploring this question further, this chapter moves beyond these initial indicators of the influence of context identified in Chapter 7 and looks in detail at the differences in case study participants' experiences of pupil behaviour, the school's behaviour policy and the support provided to them as beginning teachers. To illustrate these differences, each teacher's experience in relation to these three areas is considered in turn. The trajectory of the chapter is represented in figure 8.0.1. From the data gathered from the case study participants it seems clear that, though exposed to the same initial teacher training course, the demands and expectations of the schools in which they took up their first appointments were often different. This echoes Kennedy's (1999) suggestion referred to earlier (Chapter 3 pg 84) that some schools may be more challenging than others, some provide less assistance to new teachers than others, and some demand different types of practices to those covered or experienced during initial training. On the assumption that there are these differences between schools, the individual school in which the newly qualified teacher takes up their first appointment may be a factor

determining the extent to which their initial training is perceived as representing good preparation.

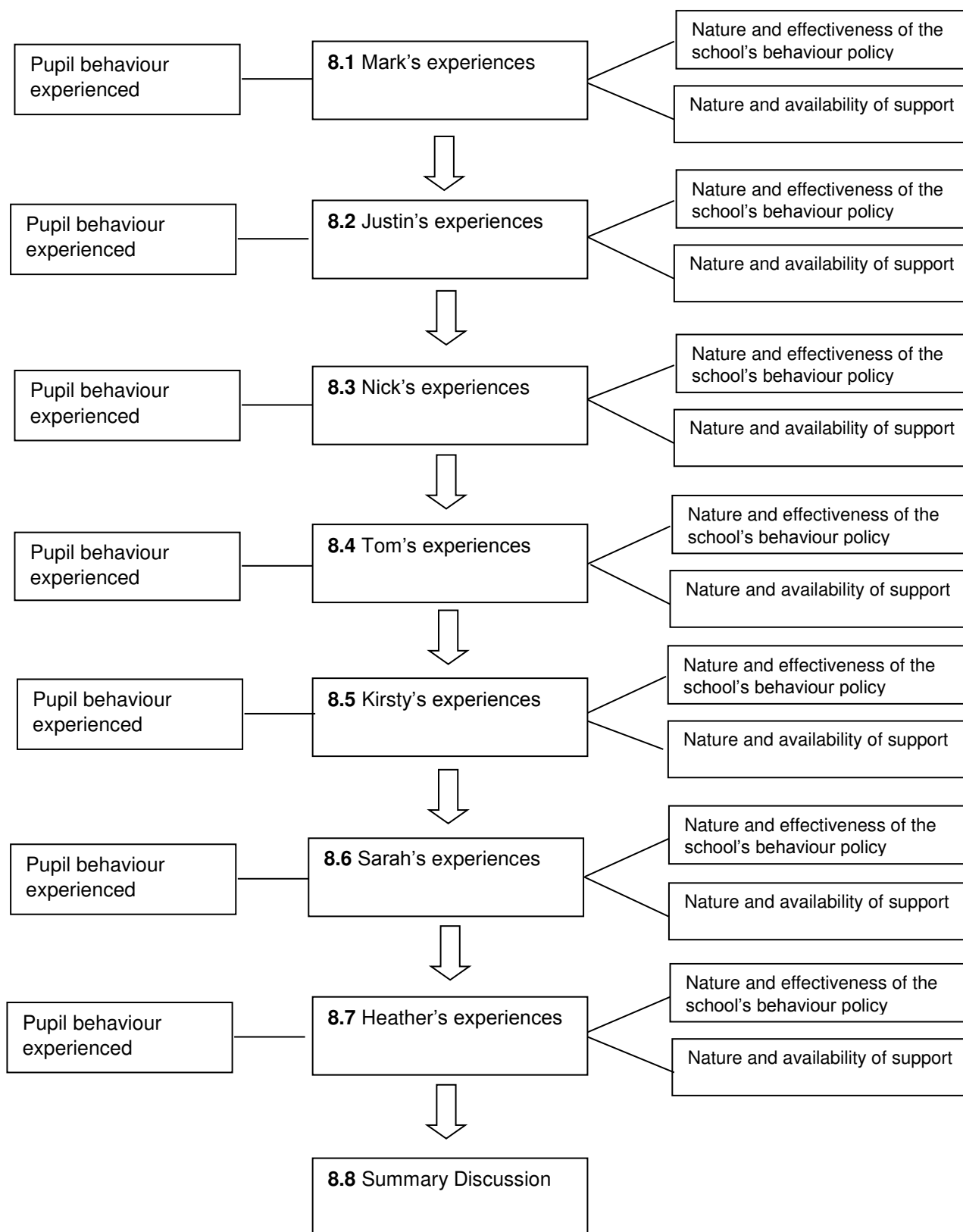


Figure 8.0.1 Diagrammatic representation of the trajectory for Chapter 8

## 8.1 Mark's Experiences

A common feature of the other secondary case study participants' accounts of their experiences in their two placement schools on the PGCE course was an essentially no pain, no gain perspective. They valued experiences in the school they perceived to be more challenging, viewing the encountering of more problematic behaviour as a learning opportunity. Mark gave few clues to the behaviour encountered on his first placement, other than commenting that the behaviour in his second placement school was a lot better. It was this placement with the better behaviour that he felt contributed to his feeling of preparedness:

*It will probably be...it was my second placement school that made the big difference which...um...was a grammar school. The behaviour there was a lot better, um...I felt that I was able to build better relationships with those pupils there and they gave me an absolutely massive confidence... in fact they didn't really have any behaviour issues in the three months that I was in that school... so that really gave me a boost before the end of my PGCE.*

(Mark, interview1)

Mark took up his first post as a qualified teacher in a wide ability secondary school with approximately 1200 pupils on roll. His situation by the third year of his career most closely reflected the discourse of behaviour as teachers' greatest concern and the reason cited for leaving the profession (e.g. DfE 2010a):

*I think this year's probably been my most challenging year - I've had some very challenging classes. It seems to be very low level disruption, which spreads very quickly through the classes, and then leads to worse behaviour. It starts perhaps with them talking to each other and you ask them to be quiet and they tend to ignore you for that. And then it starts off somewhere else in the classroom, and they start interfering and getting up and walking around. It's been a real challenge to deal with those sorts of classes. One class in particular, I've really struggled to look after.*

(Mark Interview 3)

His comments conform to the findings of both the Elton Report (DES 1989a) and the Steer Report (DfES 2005b) that the behaviour teachers encounter most and causes greatest concern is the persistent, low level disruption. Mark's observations illustrate, however, that classifying the behaviour as low level may underestimate the significance of the cumulative effect:

*I'm not saying that I should get rid of my class because I can't deal with them, but there are certain pupils in that class and it's repetitive - it's the same pupils doing the same things over and over again. Why should I have to continue to put up with them coming to my lesson every week and people say 'Oh, you've got to start with a clean slate.' Well, I do that every week, and still without fail it's the same people that disrupt and end up having to be removed from my lesson.*

(Mark, interview 3)

The nature of the data gathered means it is difficult to comment with any confidence on whether the behaviour Mark experienced was attributable to his classroom and behaviour management skills, the nature of cohorts he was required to teach, the quality of teaching, the curriculum or any of the multitude of other interacting factors that might influence classroom behaviour. There is also a question over whether his comments related to his experiences whilst on placement during the PGCE course hold clues to the difficulties experienced in post and the effect on him. He derived confidence from his experiences at the grammar school in which he reported that pupils behaved better and he was able to form relationships. The behaviour he noted as problematic originated from 'very nice boys' in the 6<sup>th</sup> form who were 'not particularly disruptive' but 'didn't want to do work' (Mark interview 1). These comments suggest that there was a level of behaviour that he expected and with which he felt comfortable by the end of the PGCE course. It is possible to speculate that the degree of difference between this and his experiences in his current school represented a challenging gap.

Mark's perspective on behaviour in his current school appeared to be that the problems he encountered were the result of the nature of the cohorts he was required to teach. Whilst this is unlikely to be the sole factor, it seems reasonable to assume that some schools and some cohorts inherently

present greater challenges behaviourally than others and may be more or less forgiving of a trainee or newly qualified teacher finding their feet. This raises the issue that, though meeting the professional standards is accepted as evidence of the ability to teach, the demands on newly acquired knowledge, skills and understanding related to behaviour may be greater in some schools.

Mark's account of the difficulties experienced with pupil behaviour cannot be separated from other contextual variables. He was clear that decisions regarding timetabling had influenced behaviour. He displayed considerable frustration in relation to these timetabling decisions, feeling they had left him teaching subjects that were not his specialism and in which neither he, nor the pupils, were interested:

*Well, I try to make lessons for this subject as interesting as I possibly can. But I feel very limited in what's available. My head of department does me the stuff all on the school system - he's taught it for years, so I don't know why he's not teaching this group. He has a Geography group from the same year group at the same time and I said 'is there any way that we could swap?' Because he is the specialist - he started this course in the school, he's the head of Geography. By the nature of the way it's done, the lower ability pupils are usually offered Leisure and Tourism instead of Geography. The higher ones get given Environmental Science. So automatically you're dealing with perhaps not the most capable pupils. But he's the person that's been doing this for six or seven years - he knows the course inside out. I haven't got a clue - I was given the textbook and told that there's stuff on the system. I don't really know what it is - I find the whole thing completely pointless. I don't understand why I'm teaching it when there's someone who's got so much specialism in it who could be teaching it and I could be doing the Geography class that he has. I find it very frustrating that no one seems to see that there's an option that we could just swap teachers, and it would probably solve a lot of problems as well.*

(Mark, Interview 3)



Mark's interpretation portrays him as being in a relatively powerless situation in which his concerns and recommendations are unheeded. He appeared to be working in an environment in which there was a degree of resignation to the fact that behaviour was problematic:

*I'd like to go to my head of department and say 'I'm having issues', and when I've tried that, nothing's been helpful – I'm told that it's just the way it is with that subject. Well, why is it like that and that doesn't mean I have to put up with it - what's your suggestion to me?*

(Mark, Interview 3)

In the first interview Mark had expressed concern that the school policy was 'very confusing' and 'not very well laid out' with few staff knowing 'exactly what route we are supposed to be following'. Though he considered that the policy had provided a degree of support, this was only 'if you can get hold of the member of staff that you require or if you feel confident enough to leave your classroom to go and find another member of staff'. By the third interview, working with classes he found challenging, he presented as having limited confidence that the policy would provide support and was clear about the weaknesses:

*I don't think it is working as a system, because the way I see it is that if I have a class of pupils and let's say two of them are misbehaving, I say to them 'please don't do that'. So they've already disrupted once and if they do it again, you say 'next time you do that, I'll have to move you'. And then you move them, and then they do it again... and then you give them their first warning, then their second warning. That's like maybe six chances or five chances to disrupt your lesson before they've even been forced to leave the classroom. It's not immediate enough, I think. There's no certainty to it. They know. And if they do that in every lesson, that's 36 times they can disrupt - low level disruption in one day. So there's a lot of opportunity for them to mess about - it doesn't really cut out that for them.*

(Mark, Interview 3)

Three years into his career, the combined contextual factors of the pupil behaviour he was encountering, decisions regarding timetabling that he perceived as illogical and believed had contributed to this and a behaviour policy that felt did not work had left him feeling disillusioned and considering his future as a teacher in England.

Despite the difficulties experienced, Mark alluded to the value of relationships with particular colleagues:

*And most of the time, I just speak to my colleagues - because if they have that group for another subject, I just ask 'What do you do with that group or with that particular child?' So a lot of it is just internal or within a department or within my friendships within the school.*

(Mark, Interview 3)

His reference to friendships points to the value of social relationships. Interestingly, in the face of perceived adversity, Mark appeared to have found another form of support from colleagues:

*There is a team spirit in this school, but it seems that the staff are one team... It's the same in every school... and the senior management are the other team. They don't seem to gel very well. We always feel like we're being targeted - things aren't explained and are just forced upon us. We're never really included in any decision making.*

(Mark Interview 3)

Though it does not appear that Mark found the formal systems supportive, his comments here suggest that he did feel he belonged to the staff team. His comments also raise the issue that a school will have an ethos; it may not be the one planned or wanted, but it will have one. Mark's description depicts an ethos based on a 'them and us' division between staff and the senior leadership team. A number of his comments resonated with Ofsted's more recent concern that '*in too many schools, teachers are frustrated by (low level disruption) and are critical of colleagues, particularly those in leadership positions, who are not doing enough to ensure high standards of pupil behaviour*' (Ofsted 2014a:1).

## 8.2 Justin's experiences

During his training Justin's first placement was in a grammar school '*where behaviour wasn't an issue*' (Justin, interview 1). However, in explaining an increase in his confidence ratings in the questionnaires, he did refer to a difficulty he had experienced with behaviour in his second placement:

*I'd had positive intervention from my curriculum studies teacher at <name of university> and I'd had a number of visits and they proved to be very helpful, and as a result, I had a difficult year nine group and I cracked it, and I managed to turn it around, and I had a good observation based on that turnaround, so at that point I was feeling quite confident. You know if you can crack year nine then you can crack anyone.*

(Justin, Interview 1).

Though he experienced this as a difficulty at the time, he highlighted the positive effect on his confidence resulting from the feeling of overcoming difficulty. Justin took up his first teaching post in a co-educational wide ability school with approximately 1000 pupils on role.

From Justin's references within the first interview to pupil behaviour experienced it appeared that a particular group encountered early in his first year as a qualified teacher presented the greatest challenge:

*At the beginning of the academic year I was dealing with extreme situations in which I was teaching pupils who...I had a class of pupils who, three or four of which were under a process which is called a managed move, with severe difficulties and problems and I was, none of the texts that I'd read previously covered those sorts of extreme circumstances that I was put in to.*

(Justin, Interview 1).

Though he was not specific regarding the range of behaviours presented by this group, it appeared that he experienced it as challenging:

*And I think they've really pushed the boundaries, and made me aware of...in a way they've been my best tutors, you know, they've taught me so much because they, every single lesson they've pushed the boundaries of regulations to the extent that I've really had to learn very quickly, what are the mechanisms in place in the school to deal with that, what are the procedures and regulations. They have prompted me to do more research on school policies and procedures, some of which don't even exist yet. I think on reflection the core of my development has been how to deal with that key stage four challenging group.*

(Justin, Interview 1).

Though challenging, Justin has framed his experiences as a learning opportunity. His reference to the pupils as '*his best tutors*' highlights the issue that it was an experience in a specific context that contributed to his learning. His comments also suggest that the school's systems, though tested, were robust enough to offer the support he required. This point was further illustrated when Justin, reflecting on his confidence ratings recorded in the second questionnaire in relation to specific behaviours, noted:

*I now know what the procedures are; if there is physical destructiveness, it's a written statement, and then the pupil's responsible for the payment of that damaged property to the bursar in the school. If it's verbal abuse, that's an exclusion, again, it's a simple case of getting a red card to senior management and they get excluded, and that did actually happen on my placement. So that doesn't faze me now.*

(Justin, Interview 1).

It appears from this comment that, unlike Mark, Justin derived confidence from the policy within the school. He was also clear about the stages involved in the school policy:

*We have a staged approach which is colour coded. If a pupil consistently misbehaves, they are reported to the head of department, the head of department will then put them on a green report, which is*

*a grid box questionnaire with dates on, and the incidences of misbehaviour are categorised and recorded as ticks at the end of each lesson over a period of four weeks. If there's no improvement after four weeks, they go on to the next stage which is the amber stage, and the amber is a report that goes to the school inclusion manager and the senior leadership team, if failing that, then they go on to a red report which is closely monitored by the senior leadership team and can lead in some cases to exclusion.*

(Justin, Interview 1)

Though the higher stages of the school's behaviour policy appear to have been clearly specified, Justin was expected to devise his own class based stages. He articulated the system he had developed:

*For more low level misbehaviour, what I've got in place is, I've got the regulations posted on each wall of the classroom so that that's clear. I've got a three strike system so one misdemeanour I issue a strike. If it's one strike then their name goes on the board with the indication of the number of strikes accumulated, if it gets up to three then that same day I will telephone the parents and have a chat with them.*

(Justin, Interview 1)

When I queried the origins of this approach Justin explained:

*I actually made that up out of my head, but I got the idea from my school mentor in my second placement, they suggested a technique similar to that, with the only difference being, instead of actually writing their name on the whiteboard, what you do is you look at the pupil whilst you're issuing the strike and you write their name in their planner.*

(Justin, Interview 1)

This illustrates that his practice was informed by another context-based learning experience. His knowledge, skills and understanding in relation to frameworks for managing behaviour were influenced by a particular mentor in a particular school and this was seemingly instrumental in preparing him to

take responsibility for developing a framework once in post as a qualified teacher. Justin's account highlights the different experiences for NQTs. Some, like Kirsty, may go into schools where formal class based steps are provided that then link with out of class stages. Justin's situation required a degree of resourcefulness that may not be demanded of other newly qualified teachers in other schools.

Justin made little mention in the first interview of formal systems of collegial support, though he did refer to the value of informal support:

*I would also say, absolutely take breaks and absolutely get to the staff room every single breaktime...breaktime and lunchtime. Your colleagues, they help you keep your sanity, and I think it's quite damaging to just sit in isolation in your classroom all day - although it's very tempting, there's always paperwork to do - try and take breaks, try and get to the staffroom as much as possible and have that contact with other colleagues. Again because you're going to get lots of information and intelligence that you simply don't get on the internal email system or the VLE.*

(Justin, Interview 1)

My impression from talking to Justin in the first interview was that he felt reasonably comfortable with the range of behaviour he encountered. His greatest difficulty seemed to be the particular group encountered at the start of the year and, in the way he expressed this, the implication was that this was a problem he no longer experienced. Nor did he appear discontent with either the support available to him or the operation of the behaviour policy. When I met with Justin for the second and third interviews he was no longer teaching in schools and he expressed a more negative view about secondary schools.

### **8.3 Nick's experiences**

Nick spoke positively of the contrast between the two placements on the PGCE course and saw clear differences in the behaviour:

*The first placement was a secondary modern...um...the second was a boy's grammar. Same town, kids having the same background so you know the brothers of the kids you know, grammar school boys, brothers of the kids at secondary school, um, and its...um... it's just the difference of behaviour and also cunning (laughs). Um, in the first school one kid would punch another kid in the face in front of you and then deny he did it, the second school you would never see them doing it, they used a little more nous...um...but I think that range is ideal. I don't think it would have stood me in good stead to have gone to let's say a boys grammar and then a girls grammar as a contrast.*

(Nick, Interview 1)

From his comment it is evident that from his context-based experiences he was forming informal theories about the forms of behaviour he might experience in different types of school.

Nick was the only one of the case study participants to recount the influence of one particular pupil encountered on a placement. In the first interview he spoke of a girl who would go to school every day but refuse to go into any of the lessons. He managed to make a relationship with the girl when, having coaxed her into his Geography lesson, he was able to ascertain that her choice of Mildenhall as the place where she would most like to live in the world was based on an interest in banger racing:

*Whilst the rest were still doing things I had this sort of conversation with her and I... you know...I sort of said well, actually I knew about stock cars and banger racing and from that point she was as good as gold for me and it was just this connection.*

(Nick, Interview 1)

Importantly, Nick's method of handling this situation was reinforced by positive feedback from the assistant head who was observing the lesson. The importance of the encounter with this pupil to Nick was evident when, in the third interview, after three years as a qualified teacher, he relayed the same story in response to my question regarding any highlight or greatest achievement he would pick out from his teaching experience so far.

Of the seven case study participants, Nick was the only one who changed schools during the three year period. After working in a mixed comprehensive school for a year he moved to the girls' grammar school with which this was federated. For his third year he moved back again. Nick started work in the comprehensive school in July 2008, immediately after finishing the PGCE course:

*It's interesting because I actually started my job two weeks before the beginning of the summer holiday which is always nice...um ...and I walked in and...er...the first student I saw on the site turned round to me and said 'who the fuck are you then?' And it was pretty much, I wasn't doing any teaching really, it was a case of just getting everything ready cos there were no geographers in the school so I was trying to bring everything together and find my feet and also I had been dumped with something called public services, ...um...so I was kind of arranging things in that time and just the behaviour in those two weeks was simply appalling. Um, and so I... sort of... I was at that stage really panicking about September but once I got my classes and once I...um...started actually teaching rather than being this kind of bloke some of the kids saw wandering around the school who they didn't know, then I started to impose sort of my standards.*

(Nick, Interview 1)

The behaviour encountered at this point, coupled with knowledge of the school from his partner who worked there appears to have added to this anxiety. From his comment, however, it appears that, looking back, he was able to recognise that there were a range of contextual factors contributing to this situation that were effectively removed when he took up his post formally in September.

From his reflections on the behaviour at the comprehensive school it was clear he had encountered a range of pupil behaviour:

*It very much depends on the classes - I don't have bad classes. Some teachers are always saying 'Oh that's a terrible class' and you have some very difficult students within some classes. Those generally*



*have quite an influence on the others, but it is those individuals...some of it can be just quite low level annoyances, and sometimes it's much more confrontational behavioural issues. But it is down to a small minority of students. And it does vary between low level chatting or someone's chewing gum or something, to... what have I had this year? Full-blown fights, where three boys are knocking merry hell out of each other in the classroom.*

(Nick, Interview 3)

He seems mainly to have encountered behaviour that he considered to be low level but there was a range, through to fights. Nick's interpretation is an interesting feature of this description. Rather than viewing the behaviour encountered as a reflection of the class as a whole or evidence that he was in a challenging school he was very clear that the behaviour emanated from a minority. The differences in individual interpretation are discussed in Chapter 9. In the context of this chapter, however, it is important to recognise that the behaviour the case study participants thought worthy of reporting and the significance and level of concern they attached to it may have varied depending on personal interpretation.

In the first interview Nick was critical of the school's behaviour policy, suggesting that those pupils who persistently reached the higher stages were not dealt with appropriately, making *'it much more difficult as a classroom teacher to manage behaviour'* as other pupils did not see that there was a significant consequence. Despite voicing these concerns Nick did not seem overly concerned with behaviour in his classes. In this respect he was different to Mark who saw the apparent weaknesses of the school's policy as making quite a significant impact on his ability to manage behaviour in the classroom.

Nick was more positive about the revised behaviour policy that was in place when he returned to the comprehensive school in his third year:

*Yes. I mean, considering my time here - I've seen a distinct improvement in the behaviour within the school in the three years that I've been involved in this school. The first year I came in, the*

*behaviour was... challenging I think is the orthodox word for it. Obviously I stepped out a bit last year to go to a girls' school with different sets of behaviours. I came back this year, and the behaviour is better now. Some of that will be down to the school as a whole, some of it will be down to me as a teacher developing. But I think the children now understand more what is expected of them in terms of behaviour. Again, it's all very much down to structure. A minor behaviour issue would be a three strikes and out system. We've got the smiley face and the unhappy face on the board, then they will go up and that's their first reminder, and then two ticks and then out. Obviously if they're knocking seven bells out of each other, we miss out that section [laughs], but the students know it, and you can almost... I often will do it without drawing the whole class's attention to it - I'll just walk up to the board and write their name.*

(Nick, Interview 3)

Nick's points illustrate that, as a new teacher, a clearly specified system that is understood by staff and pupils can make a considerable difference in terms of the demands on personal knowledge, skills and understanding related to pupil behaviour in the classroom. Essentially Nick knew the steps he was expected to follow but also when it was appropriate to by-pass these. However, his comments also reveal the difficulties in determining whether the improved behaviour was due to his increased experience achieved over time, changes to the behaviour policy that had, in turn, influenced pupils' understanding of expectations or broader changes in the school.

Nick did not make specific reference to more formal sources of support available to him in either of the schools he taught in. However, as a result of the federation arrangement, he had the professional development opportunity of working for a year as a head of department at the girls' grammar school for his second year. As discussed in Chapter 7, the federation arrangement also afforded opportunities to access additional training, including from author Sue Cowley. My impression, based on Nick's comments, was that he got what he needed from his schools by way of support but his need for support was not especially great. This contrasted with Mark who wanted quite direct support but found it lacking. Again, in debating this point as part of a consideration of

differing experiences based on context, it is impossible to separate the need for support and perceptions of the adequacy of what was available from the individual factors discussed further in Chapter 9.

Nick, like Mark and Justin, made reference to the value of informal collegial support. Expressed in the context of concerns about the effects on school design of the *Building Schools for the Future* programme (DfES 2003f), Nick's comments shed some light on the potential contribution of opportunities for informal conversations between colleagues to the creation and maintenance of a supportive ethos:

*One of my main worries for a lot of the 'Building Schools for the Future' schools is that a lot of schools are now going down the route of there is no staff room. Which I think is really important because it's those informal conversations you have with other teachers where you pick up a lot anyway in terms of different ideas and strategies, and different students - going 'Oh, well I've...' or 'Have you got a problem with Ricky?' 'Oh, I'm only over the corridor - send him to me because actually he's been really good with me recently.' So I think all that informal stuff is really important, and I think we're going to have a big issue with that when we realise we haven't got staff rooms anymore and we can't have those talks.*

(Nick, Interview 3)

#### **8.4 Tom's experiences**

Tom was unusual amongst the case study participants as his first placement during the PGCE course was in the school in which he then took up his first post as a qualified teacher. He alluded to behaviour in his first placement school when explaining why training in relation to behaviour was no longer a priority for his professional development:

*I don't see it as a priority anymore because on my first placement which was at this school which has its rough elements I worked out what I needed to do.*

(Tom, Interview 1)

Whether Tom had any concerns about the '*rough elements*' is not clear but these were evidently not of sufficient magnitude for him to decide that he did not wish to teach in the school when it came to seeking his first appointment as a qualified teacher. In how this comment is expressed Tom displays a strong sense of personal agency rather than either reliance on others or recognition that others may have contributed to his development.

Like Nick, Tom also said little directly about the behaviour in his school in the first interview. Just as with Nick, Tom's limited comments may not be an indication of the type or amount of problematic behaviour encountered but a reflection of the significance he attached to it and the level of concern it provoked. This was illustrated in the third interview where Tom's main concern was not pupil behaviour with which he could deal, but the problems associated with teaching in more open spaces now that the school had moved into its new building:

*The biggest concern for me is if you're teaching with other people. Not necessarily your lesson, but if there's another lesson going on somewhere else, you lose control of your space and if you've lost control of your space, then you've lost some element of control over the kids.*

(Tom, Interview 3)

However, his responses in the first interview, to what had struck me as a fairly pessimistic prediction regarding the frequency of certain behaviours in the second questionnaire, provided an indication of the behaviours he encountered in the school. His initial suggestion was that his original predictions had been about right as when he completed the second questionnaire, '*I knew what school I was going to and I'd been here before and yeah there are some challenging kids*'. He did reappraise his predictions slightly, noting that, though there were some '*physical problems*' in the form of '*kids knocking over tables*', physical aggression was less frequent than he had predicted. He commented '*actual physical aggression towards me that's only happened once in one year*'.

If Tom's confirmation of the accuracy of his original predicted frequencies from the second questionnaire was a reflection of his experiences in his school it would suggest he was working in an environment where he was encountering behaviours that were beyond the typical low level behaviours on quite a regular basis. Though context can be seen as a factor, both determining the range of pupil behaviour encountered by a new teacher and the demands placed on their developing knowledge, skills and understanding, the individual appears to be a mediating influence determining how contextual factors are experienced. Tom's account of his experiences and the matter-of-fact way he recounted these within the interview would support quite a negative view of standards of behaviour in secondary schools. However Tom did not seem unduly concerned by this behaviour nor did he give any indication that it was causing him to consider his future in the profession (DfE 2010a, NFER 2012).

Tom was aware of the sequence of steps he was expected to follow within the school behaviour policy but distinguished between the official version which was '*a quiet word, you know a verbal warning, it's like a three strikes and you're out*' and his own that was '*about half the size*' (Tom, interview 1). Implicit within this decision was a view that the school's policy included too many steps and to follow it undermined his perceived source of authority:

*Mine is about half the size; one warning and you're out purely because that's what they now expect of me and if I stop that I'd start being less fierce. So I have it, I'll warn you once and then you're outside and I might bring you back otherwise I'll get someone on the senior management team to have you removed.*

(Tom, Interview 1)

When it came to support from the senior leadership team with more difficult situations Tom was just very matter-of-fact about the difficulties in accessing this:

*We have a security guard on site that wanders round we have senior management on call but we have no phones in our classrooms. That makes it a bit difficult...um...so there's no panic buttons or phones in the classrooms so getting senior management to help with a*

*behaviour issue requires the luck that there's one nearby or on better pupils to go and get them. In that respect the behaviour management policy is a bit maybe weak at times.*

(Tom, Interview 1)

This was very different to Mark's more embittered aside:

*They're elusive, the senior management. You want to meet them? Good luck finding them. You can never find them when you really want them.*

(Mark, Interview 3)

Tom had a view of the support available in his school as largely reactive and remedial, suggesting:

*It's like they look at you and go 'Can you do it or not?' And if you can do it, or you look like you can do it, then they just let you develop it yourself. If you can't do it, then they'll support you. But in terms of input, it's very much that you fly by the seat of your pants.*

(Tom, Interview 3)

The degree of match between a teacher's need for support from the policy, including senior leadership team involvement, and the support it actually provides may be a factor in determining whether or not the individual teacher feels they are in a supportive environment. Mark appeared to expect and want support from the policy and the senior leadership but felt this was not provided. In contrast, Tom appeared, from his comments, to be content to adopt a more self sufficient approach and was not, therefore, unduly concerned about possible weaknesses in the system. In terms of the impact of context on an individual teacher's experiences, it is possible to surmise that in his first years of practice Mark may have been more suited to a school with a more robust policy and more reliable access to senior leadership team support, whereas Tom appeared more personally resourceful and able to adapt. The point needs to be re-iterated, however, that this may not be comparing like with like. Based on his accounts, Tom appeared to be succeeding in his school. Despite his portrayal of himself as largely self

sufficient it is not clear how other contextual factors besides support from the senior leadership team or the policy affected his experience. It is unlikely that differences in experiences between Mark and Tom were solely person based or solely context based.

### **8.5 Kirsty's experiences**

Kirsty had been placed in a grammar school and a comprehensive school during her training and she alluded to the more challenging nature of the behaviour in the latter:

*In my first placement, a grammar school where the behaviour...they wanted to learn, the behaviours were not very bad really but then I went to a comprehensive and that in itself was a huge challenge. My expectations were very high and I had to lower those and I did all of that and seeing my progress from the beginning of the year, from the beginning of that placement to the end and it was a huge leap, I think I really did improve.*

(Kirsty, Interview 1)

Like a number of the other case study participants, she appeared to attribute her growth in confidence and competence to experiences in the school that she perceived to be the more challenging of the two.

Kirsty took up a post as a qualified teacher in co-educational wide ability school with approximately 1300 pupils on roll. In the third interview Kirsty reported encountering primarily low level behaviours:

*I'm still encountering some behaviours which are low level - calling out right the way across the classroom... But in terms of perhaps violent behaviour, very rare. And not with myself, only towards other students where they've had an issue earlier in the day.*

(Kirsty, Interview 3)

Like Mark, her views largely represented the view (DES 1989a, DfES 2005b) that it was the low level behaviours that teachers encounter most frequently and experience as troublesome:

*The behaviour that annoys me most is where students don't consider other students, and their behaviour impinges on the lesson and affects other students' attainment and progress. That irritates me the most. Apathy as well, towards writing - it causes problems where they just produce very little but show much potential verbally. That's frustrating. Although again, in terms of the scheme of things, it has less of an impact on the lesson and on other students, so I'd rather encounter that than other types of behavioural difficulty.*

(Kirsty, Interview 3)

Though the low level behaviour was her ongoing concern, she appeared to have encountered physical aggression between pupils and hinted at some other behaviours beyond low level disruption that had improved as she had formed relationships with the pupils. In her final comment her concern with behaviour moves into a different area related to the problem of securing pupils' motivation. It illustrates the point that the teacher's role extends to more than just controlling the behaviour; the pupils are also expected to complete tasks and learn something. Within the second interview she reported that, as an R.E. teacher, she had encountered some difficulties related to perceived relevance of the subject (see Chapter 7 pg 217) and this may explain some of her concern over these behaviours.

Kirsty is an example of a teacher taking up her first appointment in a school where the sequence of in-class consequences was rigidly defined. When I visited her for the first interview, the sequence of stages was displayed in a standard format used in all classrooms. It reflected a system called Behaviour for Learning described in Chapter 4 (pg 92). Developed in a Birmingham school, it attracted quite a lot of attention (Elkin 2004, Smithers 2005) and has been adopted by a number of schools in a number of Local Authorities. Newly qualified teachers are likely to find this model and derivatives based upon it in many schools. Kirsty was able to recount the sequence of steps and found it supportive, only raising a concern regarding the practicalities of operation:

*You have to write it down on the board so that they know where they are in the system and that's always, amongst all the other things*



*happening in the class and so sometimes that just seems to slip. You mean to write it up later and then forget and so you have got to be quite on the ball with it but it does work.*

(Kirsty, Interview 1)

The demands on Kirsty to establish a framework for classroom discipline were considerably less than those placed on Justin, for example, who needed to devise his own class based stages. Kirsty primarily had to ensure that she knew when to implement each stage in order to maintain some consistency with how her colleagues operated the system.

Though Kirsty was in one of the two larger secondary schools represented (the other being Mark's which was roughly equal in size), she spoke quite highly of the support that was available. Kirsty reported that her school offered a coaching and mentoring system for staff. Departmental meetings were also a source of support:

*We bring up any behavioural issues and the head of department says 'Have you tried this?', 'What about this?' and she asks us what we've done, so that I feed back to her there and I'm given advice. And when the new policy came out, we read it through together and decided what this meant for us as a department.*

(Kirsty, Interview 3)

She was also able to capitalise on timetabling arrangements to access support from other colleagues:

*Some of my sets are in line with English, so I've got plenty of other teachers to go to if there's a specific child or class. Heads of departments are an invaluable resource to use, both professionally and pastorally.*

(Kirsty, Interview 3)

The existence of the coaching and mentoring system may help to convey a message that recognising aspects of your own practice that need developing, and seeking collegial support in this is something that is expected and

encouraged within the school. It could be viewed as the opposite of the reactive and remedial support Tom implied operated at his school. How the particular coaching and mentoring system available is experienced in reality by a teacher encountering difficulties with pupil behaviour is, of course, difficult to judge. From Kirsty's positive description, the model in place in her school appeared to address Mark's concern that '*you don't necessarily want to talk to someone who's above you, because sometimes you feel like you're doing a bad job.*' (Mark, Interview 3).

### **8.6 Sarah's experiences**

In the first interview Sarah indicated that she had encountered some behaviour on her second placement that she had found challenging:

*No memorable events, but just some memorable children who tried and tested my behaviour management skills over the course of the second placement in particular...a year two class. It was a constant daily - I don't want to say struggle - but a constant daily challenge to keep these children, to stop these children from disrupting lessons.*

(Sarah, Interview 1)

Reflecting retrospectively on her perceptions of competence in relation to behaviour at the end of her training she referred again to the same Year 2 class:

*I'd had two very different teaching practice experiences. One was a very unchallenging class in terms of behaviour, and the other was quite the opposite. And the year two class that was quite difficult was the second one. If I'd answered the question straight after that placement I might have said, well my confidence has increased because I didn't do a bad job, but I still felt that I wasn't, I didn't, I wasn't great at it.*

(Sarah, Interview 1).

In addition to direct experience informing her view of her competence, by the end of the PGCE course Sarah identified a number of other contributory factors:

*Comments, feedback from my observations was good, and I was given good feedback on my behaviour management. The fact that the children did appear to be learning what I was teaching them was a good indicator that behaviour wasn't... either was good in the first place or in the case of the year two class, ok hadn't been great, but I'd managed to control it in order that they could learn.*

(Sarah, Interview 1).

Whether she experienced this so positively at the time is difficult to gauge but, having gone through the experience, Sarah seemed to view the more challenging behaviour encountered in the second school as a valuable source of learning. This highlights a possible tension that may exist between welcoming a less challenging context as it potentially makes qualifying to teach easier and the benefits of more challenging placements in terms of the learning opportunities they provide.

Of the two primary case study participants, it seems from her comments that Sarah took up her first appointment as a qualified teacher in the more challenging environment. Her comments across the three interviews contain a range of references to the behaviour encountered once in post as a qualified teacher. She viewed the class she taught in her first year as challenging:

*Well, I've had a challenging class this year, with, I'd say, four children that have specific behavioural needs, none of them are easy. And just having those four children has been a massive factor in developing my behaviour management skills.*

(Sarah, Interview 1).

An interesting feature of her description is the portrayal of the challenges faced as a contribution to her own learning. This conflicts with the idea of behaviour as the new teacher's greatest concern (e.g. DfE 2012a). Furthermore, Sarah did not seem to perceive the level of behaviour encountered as typical. Her reference to having 'a challenging class this year' conveys a recognition that there may be others that are less challenging and so difficulties encountered may be temporary rather a reflection of what

she can expect as a regular occurrence. A salient point is that, though she initially described the class as challenging, the suggestion is that the problematic behaviour originated from a small number of children. It raises the issue that teachers' concerns regarding behaviour (e.g. NFER 2012) may relate to the behaviour of individuals rather than behaviour generally. However, as Mark found, the proportion of these individuals in a class, and how ready others are to join in, may be factors determining whether it is experienced by the teacher as a challenging class or a challenging group of individuals in the class.

Sarah gave a further insight into the behaviour she had encountered when, reflecting on her prediction in the second questionnaire regarding the frequency of physical aggression between pupils, she commented::

*No, I still feel like that. I still feel like, the kind of aggression I'm thinking of and I'm thinking of a couple of boys in my class who do this, and one girl. Suddenly out of the blue there'll be a kerfuffle, and almost a fight, not quite, but there have been minor fisticuffs in the classroom on a couple of occasions, and I don't know how to cope with that, not really.*

(Sarah Interview 1)

When I spoke to Sarah in the third interview at the start of her fourth year as a qualified teacher she felt she had a less challenging class:

*I'm quite lucky because they're probably the easiest class I've taught in behaviour terms, but probably the most challenging, which isn't particularly challenging compared to others, but the most challenging would be a child who is just a constant, low-level distraction to the people around him. So he's almost always having to be told to sit back down on his bottom because he's up on his knees. Or he's fiddling with his shoes, or he's trying to make eye contact with somebody else. It's low-level stuff - none of it's dreadful - I've had much worse. He's not someone who would swear at a teacher, he's not someone who would throw things, he's not someone who would be deliberately rude.*

*He's just a constant low-level irritation. That's probably the main thing in my class at the moment.*

(Sarah Interview 3)

Whether she was right to attribute the good behaviour of her class to luck, or whether it was her three years' experience that contributed to the more positive behaviour she encountered is, of course, unclear. Though she recognised that the behaviour was limited to one or two children, she still had some concerns:

*They're a lovely class, but I've got one or two who are disrupting at a low level, and I feel so frustrated for the majority of the class that their learning time is being impinged on by just a couple of children. It feels to me like 10% of the class are taking up 90% of my attention, and that's extremely frustrating. And in the case of my current class it's not because of ability, it's because of behaviour. I wouldn't mind so much if it was ability-related, but it's not. It really isn't in my classes. It's behaviour. And I find that frustrating on behalf of the majority, the 90% who deserve 90% of my attention. And they get 10%. So that bothers me.*

(Sarah interview 3)

This raises the point that behaviour may always represent some level of concern for teachers. In the first interview Sarah was clear that she had a challenging class. In the comment above, she prefaces her remarks with *'they're a lovely class'* but then still expresses a concern about the effect the behaviour of two pupils has on the majority. This has implications in interpreting data gathered through national surveys regarding teachers' concern over behaviour. Is Sarah concerned about behaviour? The answer could be yes; as a professional she is making an evaluation of how she distributes her attention between all members of the class and arriving at a concern. However the behaviour she is encountering is low level disruption from two pupils in an overall *'lovely class'*.

In the first interview with Sarah she showed limited awareness of the school's behaviour policy, though she had identified that teachers operated a reasonably standard response that might represent it:

*Ok. I'm not sure if this is policy, but what most teachers seem to do is this three step thing. So the first thing could be, in some way acknowledge the behaviour three times, on the third time that's when the child has to make a choice between two things. So it might be a glance, then it might be a clicking fingers or a 'stop that now' that kind of thing, second time is, again the idea is that you're giving them every opportunity to stop before you stop the lesson and speak to them directly. Third would be giving them a choice between, 'ok you need to stop that now or I'm sending you next door', or 'you'll go and sit over there or you'll be going with the TA to do...', that kind of thing. The choice thing is a big thing in our school, maybe it's a big thing everywhere, but we put a lot of emphasis on children choosing a course of action.*

(Sarah interview 1)

Within the context of the small one form entry primary school, Sarah was teaching in this awareness of what colleagues typically do may be a sufficient guide to the whole school approach. It would clearly be difficult for a teacher in a larger primary school or a secondary school to be as sure that the practice they observed was representative of practice across the school. In terms of Sarah's development as a professional, it is interesting to note her lack of awareness of whether the practice she referred to was school specific or something she might find in other schools. As noted in Chapter 4 (pg 101), the use of choice and consequence is well recognised as a behaviour management approach.

By the third interview Sarah appeared to be a lot clearer about the steps within the policy. Her full description is included in Appendix 22. Though this was apparently the 'in brief' account it reveals just how much there may be for a new teacher to remember when they join their first school and need to develop an understanding of the school policy sufficient for them to apply it operationally when teaching.

Sarah portrayed her school as having a very supportive ethos:

*My school's very small - it's one form entry, and it's a very intimate school. I think - it may be no different to any other one form entry school, - but to me it feels like a very close community. And I feel as if no teacher is left to think that their class is just their class. I never feel as if these 29 children are my problem, and no one else's. Every other teacher knows them, and most of the teachers have taught them, because we move every year to different year groups. The head teacher knows them all by name - I guess that's normal. But no one would ever make me feel like the behaviour in my class is somehow just purely for me to deal with. So I feel supported in the staff room if I talk about a certain child - every other teachers got something to contribute to that discussion. They're not just sympathising, they're actually supporting. To the point where they'll say, 'Send him in to me - I'll have a chat with him' or 'Next lesson, send him in to do his work in my classroom.' Or they'll offer to come in at lunchtime and have a chat with someone if they feel that they might have something to say that might help. Or they'll have a strategy that worked when they taught that child - 'Try this - that worked' or - it's part of our policy, this - the head teacher will say 'Well, if he does that again, give him a warning and then send him to me.' So there's always that feeling that other teachers will be supportive, and I can send a child to them if needs be. The head teacher is supportive and will come in and intervene if needs be, or have a child sent to them. There's never a feeling that I need to somehow struggle on my own with a particular issue.*

(Sarah, Interview 3)

In Sarah's case the head teacher seemed to be a significant figure in shaping the overall supportive ethos of the school:

*...you leave your door open, half way through the lesson the head teacher walks in, sits down on the carpet, joins in for 10 minutes, off he goes to a different classroom. Or he'll come in, just add his thoughts if you're talking to the children....he'll just chip in his*

*thoughts, and I love all that, I really love it. And because of the openness and because other teachers will walk in in the middle of a lesson, and they'll put their two pence worth in, I find it very supportive, I really love it. And yes, it's been a huge support.*

(Sarah, Interview 1)

For primary teachers, it may be that the generally smaller size of the school contributes to an intrinsically supportive environment. Sarah's experiences appear to have been positively influenced by the ready availability of the head teacher and his willingness to be directly involved in classroom practice. Clearly this is not the style of all head teachers that newly qualified teachers may encounter and in larger schools such a hands-on approach may not be feasible or appropriate. Instead systems – such as the coaching and mentoring in Kirsty's secondary school – may have to contribute to the establishment and maintenance of a supportive ethos.

### **8.7 Heather's experiences**

Heather made very little reference to her placements during the interviews, other than to suggest that her experiences may have led to her feeling over confident:

*If I'm honest I was probably more confident than I should have been about behaviour and I think I perhaps was a little bit blasé about it because I didn't have much problem on my practices.*

(Heather, Interview 1)

Though she did not specifically mention whether any potentially difficult behaviour was encountered on her PGCE placements it appears she did not experience this as a problem.

Heather's experiences of behaviour in her first appointment appeared quite different from the other case study participants. In the first interview she gave an indication of the kinds of behaviours she encountered:



*It's never been anything serious, it's been low level disruption. Children you know getting off task and things like that but it's never been anything severe and I don't consider it to be a problem.*

(Heather, Interview 1)

Any concern regarding behaviour had been minimal and relatively short lived:

*I had moments at the beginning of the year when the reality of what was going to happen was quite heavy on my shoulders and especially because I had children who were...um...constant in their disruption although it was low level um but as the years gone through and I look at how they have come, where they have come to now and how they behave now.*

(Heather, Interview 1)

In the third interview she presented a similarly positive picture:

*The area is very nice round here and the children are generally very well behaved. Any behavioural problems that we have tend to be linked with special educational needs, but I would say that also we've got relatively small class sizes at the school, which does help. And also I've noticed that teaching the youngest children in the school, they tend to be more malleable in terms of their behaviour, which does help as well. I've got 25 in my class, and I haven't got any real behaviour issues with any of them.*

(Heather, Interview 3)

Heather's comments illustrate the point that though all trainees meet the same set of professional standards, supposedly demonstrating they are equipped to teach in any school, the behavioural demands of the environment vary. An interesting point is that although the demands of differing schools is afforded limited recognition in either the professional standards or policy and guidance on teacher training, it is a factor that a number of the case study participants recognised. Tom had the clearest view on this suggesting:

*I could put a bad teacher in front of a disciplined class, and they'll still be able to deliver the information. Then they can learn to be a good teacher later on.*

(Tom, Interview 3)

Heather's acknowledgement of the difference in the behavioural demands in schools was less direct than Tom's but nonetheless the belief appeared to be present:

*Generally I think the schools round here are pretty much of a muchness in terms of behaviour. Where I live, over in Tunbridge Wells and in the Tonbridge area, there's some much more challenging schools, but having friends who've taught in areas like that, and friends who've mostly taught in secondary actually, I can really see how behaviour can be a very... poor behaviour in a classroom can really hinder your ability to actually do your job and teach.*

(Heather, Interview 3)

The common feature of both Tom's and Heather's comments was the separation of the behaviour from the influence of the teacher.

Heather displayed a limited need for support from the school's behaviour policy and limited awareness of what the policy was. This perhaps reflected the nature of her school; she was not troubled by very much problematic behaviour. Heather referred to a system of merits and the use of Golden Time but beyond this it appears it was largely left to her to develop her own approach to behaviour within her classroom. She acknowledged in the interview '*I can't really say that I've thought about the behaviour policy*' nor did she particularly need to draw on it for support:

*I think when I would need the policy to come in to play is when it was the point where it was severe enough to start affecting the children in the class in a really negative way, that's when I would have to be starting to call in extra help and extra support but I haven't reached that point but, if I had been, then I probably would have known what was in the policy probably more than I do.*

(Heather, Interview 1)

As outlined in Chapter 4 (pg 94), the system of Golden Time (Mosley and Sonnet 2005) referred to by Heather is a particular approach to managing behaviour that is based on the principle of every child in the class beginning the week with the same set number of minutes that they will be able to use to take part in activity of their choice from a range of desirable activities available at the end of the week. If they misbehave during the week minutes are deducted from this Golden Time. In this respect it is slightly different from a conventional reward system, though it appears that Heather's school had coupled this with merits that could be awarded. It is not a complicated system to grasp but it is an example of the differences in whole school systems that new teachers may encounter. It also requires an understanding of developmental differences as some pupils will not be able to link behaviour exhibited earlier in the week with a consequence applied at the end of the week. If a teacher is following Mosley and Sonnet's (2005) version rigidly, consideration also needs to be given to how to manage those children who have lost minutes of Golden Time and are expected to wait doing nothing while watching the others enjoying the activities.

Heather did not draw particular attention through her responses within the interviews to the supportive nature of her primary school, though she was not critical, nor did she indicate that she felt it was lacking. As with the support available through the behaviour policy, the issue may be one of need. She had found support from a colleague:

*Official support? Not masses. Unofficial support - quite a lot. When I've gone to people and talked about things. Particularly this year - it's been <name> who works in the other reception class, because moving down to a different area has been quite an initial shock. I think I was actually underestimating what they were capable of at that age. And in previous years I've always gone to colleagues to ask for help. But then I haven't had particularly bad behaviour, so I've never really felt the need to go elsewhere. And I've tended to employ things that I've been interested in outside, like cognitive behavioural therapy, and like my own understanding of myself and my natural tendency to be loud when things get loud, and having to kind of re-train myself in those areas - quite reflective. The support has been good - I think if I*

*particularly wanted to go on more training for behaviour I could do, but it's not been something that I've been focusing on per se.*

(Heather, Interview 3)

Finding an individual or individuals that you get on with may be an important element in how supported a teacher feels. Heather explained in the third interview that she and the colleague identified in the quote above had ‘*very similar philosophies in terms of behaviour, and in terms of how to get children to behave*’ (Heather, Interview 3). Whilst experienced as supportive, at a broader level it raises a question regarding professional challenge if a teacher gravitates towards someone who they can get on with socially or, as in this case, shares similar views. In Heather’s case there did appear to have been a degree of challenge through the school’s standard monitoring systems. She remarked, for example, that comments were made about behaviour in two observations of her practice and she was advised ‘*to kind of keep on top of behaviour*’ (Interview 1). She also referred to ‘*being pulled up by senior management for not having enough in their books*’. Her choice to teach ‘*a particular topic in a very kinaesthetic, visual way*’ was also questioned because of the limited amount of work in the pupils’ books.

### **8.8 Summary discussion**

Though the Teacher Standards (DfE 2011c) may be premised on assessing a level of competence that equips the individual to teach in any school, there are likely to be many differences among schools. The behaviour a trainee experiences on placement will vary from school to school, as will the strategies and policies for addressing this. Different levels and types of support may be available to the new teacher in their first appointment and there may be different levels of responsibility regarding the development of class based frameworks for managing behaviour.

With the exception of Mark, the six case study participants who were still teaching in schools at the point of the third interview did not reflect the popular discourse of behaviour either being the greatest concern (DfE 2010a) or a reason to leave the profession (DfE 2012a). However, they had encountered a range of different behaviours in their placement schools and, with the exception of Mark again, considered the more challenging school as the one

that had contributed most to their feelings of confidence in relation to behaviour. This positions the placement school as a variable in the development of trainees' thinking about behaviour, though it seems, probably by design rather than coincidence, all seven case study participants experienced a degree of contrast between their first and second placements. Once in post as qualified teachers they experienced a range of behaviours but these predominantly conformed to the long established (e.g. DES 1989a, Ofsted 2005) pattern of it being low level disruption that teachers encounter most frequently, with more serious incidents remaining relatively rare. That the secondary case study participants encountered more serious behaviour at times is not in doubt, as most either spoke directly about, or alluded to, behaviours that were beyond low level disruption.

Though the accounts of behaviour encountered have been presented within this chapter to illustrate the differences between schools, a complicating factor is the possibility that the individual themselves and the environment were influencing the differences in the behaviours encountered. Kirsty and Tom throughout, and Nick in his first and third years of teaching, worked in schools that were not dissimilar to those worked in by Mark and Justin and yet there were differences in their reported experiences of behaviour. From Mark's account in the third interview there appeared to be issues with how effectively and efficiently the behaviour policy operated, whereas, in the first interview, Kirsty was very happy with the policy in her school. Mark also referred to various timetabling decisions that had led to him teaching a subject in which neither he, nor, in his view, many of the pupils were particularly interested. Actual competence in relation to teaching generally and behaviour management specifically is not an area this research has covered and so the possibility cannot be discounted that there were aspects of Kirsty's, Tom's and Nick's practice that were serving to reduce the amount of problematic behaviour they encountered or to minimise the detrimental effects on the class as a whole when it did occur. In a sense, this complication just highlights further the complexity of the interacting variables in teachers' professional development in relation to behaviour.

The behaviour policies encountered by the case study participants varied in terms of their nature and the degree of responsibility on the teacher to develop

their own classroom discipline plan. This has an implication for defining a teacher's preparedness in relation to their ability to '*establish a framework for discipline with range of strategies, using praise, sanctions and rewards consistently and fairly*' (DfE 2011c: 8). For some of the case study participants the overall framework was prescribed, as were the rewards and sanctions, whereas others had far more responsibility. For example, Kirsty described a system in which the class based stages were prescribed and Heather found herself in a school where Golden Time was used alongside a system of merits, whereas Justin had to develop his own class discipline plan. There is also an implication for a teacher's professional development in relation to their knowledge of a range of behaviour policies and their known strengths and weaknesses. For a typical teacher who followed the one year PGCE course, the behaviour policy in the school in which they take up their first appointment will be the third one they encounter. The policy they are expected to operate may or may not match with the policy operated in either the first or second placement. If, as Chapters 6 and 7 suggested, most of their learning about behaviour whilst training came from school based experience and, once qualified, from talking to and observing colleagues and in-house training, their exposure to different forms of behaviour policy may be quite limited. At the experiential level of being sufficiently equipped to function in the context in which they are teaching this may not be an issue; the case study participants were all aware of how their school policies were intended to operate. It may only become an issue if they have been accustomed to one type of policy and then move to a school where it is substantially different, or their own school switches to a different policy. Kirsty experienced the latter when her school switched from the rigid tariff system that led to a centrally organised detention to one that placed far greater responsibility on the individual classroom teacher to follow up behaviour with the pupil and arrange for them to stay behind if this was considered necessary.

The extent to which the school ethos was experienced as supportive varied among the case study participants. For example, the impression from Mark's comments was of a school environment that, through decisions taken regarding teaching groups, was making his life difficult as a teacher. Faced with the problematic behaviour he felt these decisions had largely created, he reported that accessing support was initially difficult even though he had

asked for it. In contrast, Kirsty worked in a school where there was a coaching and mentoring scheme in place that staff could access and she also had a relationship with her head of department that meant she could seek advice and guidance in relation to any behaviour issues she encountered.

Mark's case illustrates how difficult the experience can be for a new teacher when all three of the variables discussed in this chapter present problems - the pupil behaviour was difficult, he had limited confidence in the behaviour policy and he experienced the school ethos as unsupportive. It is, of course, speculation but it is possible that, if the behaviour policy was more robust and he felt supported, the problematic behaviour would not have had the same detrimental effect on Mark at the personal level.

## **Chapter 9 The individual as a mediating factor in the development of knowledge, skills and understanding in relation to behaviour management**

### **9.0 Introduction**

Statutory and regulatory frameworks can ensure a degree of consistency both in the content of the PGCE course and in schools generally, but the individual, though assessed against professional standards, is likely to influence how events are experienced and interpreted. In a sense, the individual is the least controllable variable in the learning process. Previous chapters have already implicitly illustrated this through the variation in case study participants' opinions on a variety of matters. This chapter looks specifically at the research question:

- What is the mediating role of the individual in the development of thinking and practice?

Factors related to the individual are likely to affect more than just opinion. Individuals, for example, are likely to respond differently to difficulties they encounter depending on whether they believe these to be temporary, specific and amenable to their influence or permanent, global and largely beyond their control. It is also likely that individuals will bring to bear their own beliefs and assumptions about pupils' behaviour and how children learn to behave that, in turn, influence receptivity to different ideas presented in training, read in books, observed in classrooms or offered within advice from colleagues, tutors and school based mentors. Developing a personal style (TA 2012a) will entail trainees thinking about how they should present themselves as a teacher in the classroom. Individual beliefs and assumptions about what it means to be a good teacher and a good behaviour manager are likely to exert an influence.

This chapter explores a sequence of topics that illustrate the way in which factors associated with the individual may influence the experience and interpretation of events on the journey from trainee to qualified teacher. The trajectory of the chapter is represented in figure 9.0.1. As the diagram illustrates, a number of the topics are supported by the example of a specific case study participant.



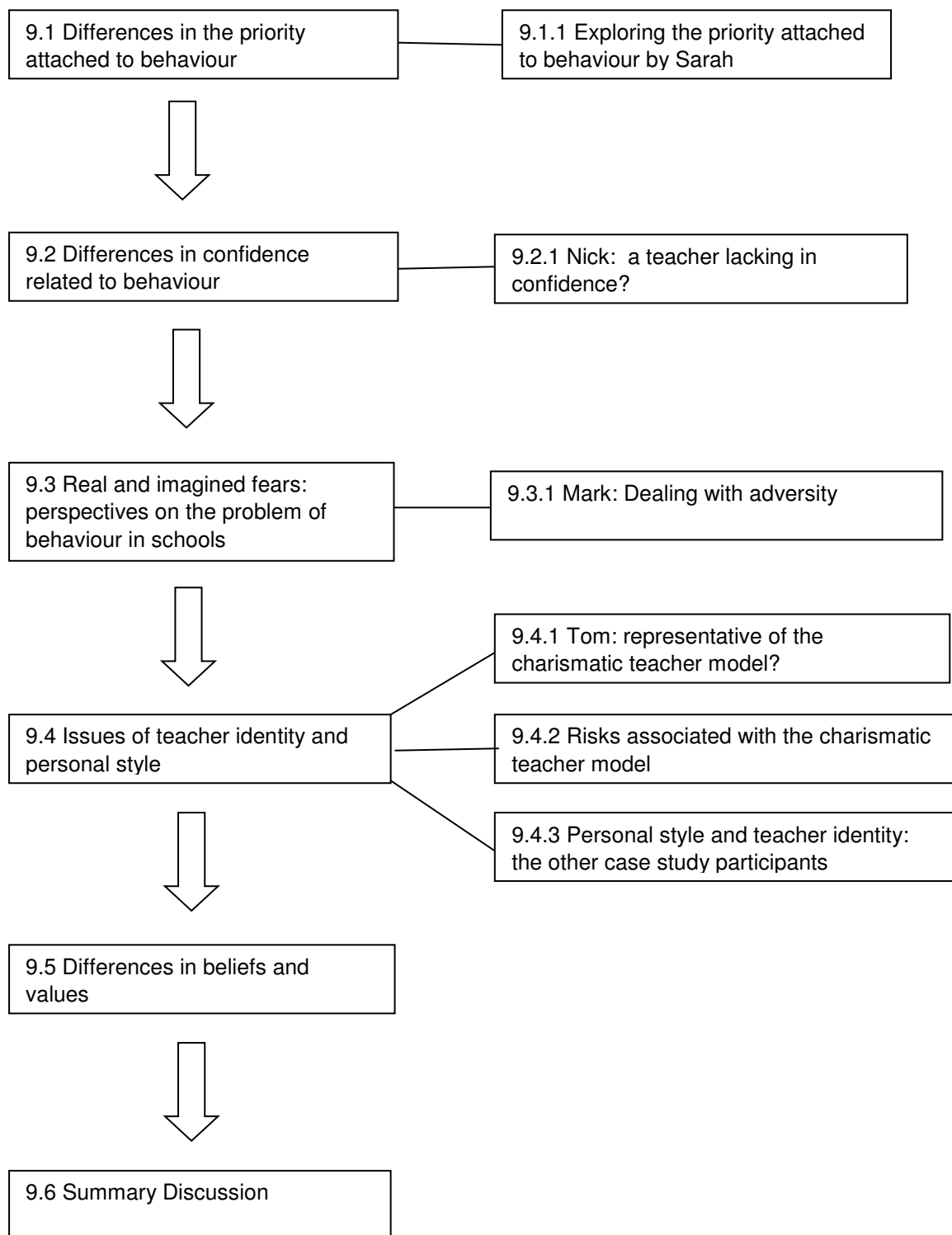


Figure 9.0.1 Diagrammatic representation of the trajectory for Chapter 9

## 9.1 Differences in the priority attached to behaviour

It was evident from the responses from the case study participants in the first questionnaire that from the earliest stages of their training they attached different levels of priority to training in relation to behaviour. Sarah, Nick, Tom and Justin all indicated *help to establish and maintain a good standard of behaviour in the classroom* as a priority for coverage within training. For Sarah it was her highest priority, for Justin it was the second priority and for Nick and Tom it was the fourth priority. In the second questionnaire *help to establish and maintain a good standard of behaviour in the classroom* remained as one of five areas Justin, Nick and Sarah identified as priorities for their professional development in their first year as a qualified teacher. Tom no longer recorded it as one of his priorities. Though Mark had not identified this item as a priority for his initial teacher training it did feature as one of five areas identified as priorities for his professional development in his first year as a qualified teacher. For Kirsty and Heather behaviour was not a top five priority in either questionnaire.

### 9.1.1 Exploring the priority attached to behaviour by Sarah

Sarah was unique amongst the case study participants and one of only eleven out of the 171 questionnaire respondents who, in the first questionnaire, identified *help to establish and maintain good behaviour in the classroom* as her top priority for coverage during the PGCE course. It remained a priority for her professional development in her first year as a qualified teacher. In the first questionnaire the areas she identified that she thought she would need to learn about were quite precise:

*Some stock phrases for methods for keeping noise, calling out etc in check while allowing the lesson to progress smoothly. How to handle specific incidents of bad behaviour.*

(Sarah, Questionnaire 1, Q7)

In this written response there was a strong focus on knowing what to do. It was interesting, therefore, that, with this expectation of the PGCE course, Sarah recorded a *neither agree nor disagree* response in the second questionnaire in relation to her confidence in her knowledge of a sufficient range of strategies for managing behaviour during her first year as a qualified

teacher. A question this provokes is why Sarah as an individual had such a strong focus from early in her training on the acquisition of specific strategies for particular purposes and also identified behaviour as a priority for training.

In the first interview the need to feel in control of behaviour was a theme that emerged. When I asked her to elaborate on what she meant by the phrase 'specific incidents of bad behaviour' in the first questionnaire her response focused on how her actions would be perceived:

*For instance when you're teaching children on the carpet and there's a persistent, a child who persistently calls out, or chooses not to do something you've asked them to do, and you have that stand-off situation where you could choose to ignore them, but then that would mean that they've won, but it's getting in the way of you teaching. So you have to find some way of dealing with it quickly and in a way that doesn't disrupt the children too much but also doesn't let them see that you've given in. So it's that kind of thing.*

(Sarah, Interview 1)

In her comment she uses the language of winning ('*that would mean they've won*') and refers to a '*stand-off situation*' implying that for her, at least, the stakes were high. Her thinking impacts on strategy selection as it appears to be a key reason why she would reject ignoring as an option, though she does offer professional justification as well through reference to a continuation of the behaviour '*getting in the way of learning*'. Her closing comment however, refocuses on how she will be perceived by the pupils, concerned that they should not see that she has given in. Again, this is coupled with the professional justification based on the need to deal quickly with the behaviour to avoid disruption to other children.

Acknowledging how input from the university in relation to teaching and learning impacted on behaviour she again returned to the language of control:

*A lot of the teaching techniques that we were given, inevitably control behaviour, help control behaviour.*

(Sarah, interview 1)

Her reflections on her set of responses related to confidence in the first questionnaire suggested predictability and control were important from the start of her training:

*....there's something very unknown and unquantifiable about behaviour. You can't predict it, you can't plan for it, you've just got to react to it. And because you have to react to it, you have to have techniques up your sleeve that you can pull out at a split second's notice and apply them. Whereas with something like your specialist subject, in my case maths, if you're confident of your subject knowledge and you've got a range of techniques you can apply to different ability groups, then you're half way there...You're not being as reactive, and you can plan more, prepare more for different scenarios, whereas with behaviour I think you're more, you are at the mercy of the children a lot more, and need to react to them. So I think that's probably why, at that stage certainly when I hadn't done any teaching, I really couldn't say for certain how well I'd cope with it.*

(Sarah, Interview 1)

In light of her comments that appear to reflect a need to feel in control, it seems that behaviour presented a problem for Sarah as she recognised that it was more difficult to predict and plan for. The views she expresses also indicate how this need for predictability established a set of priorities in relation to behaviour based on having '*techniques up your sleeve that you can pull out at a split second's notice*'. Her comments regarding the perceived shortcomings of her training, her suggestion to address these through '*proper dedicated sessions*' (Sarah, Interview 1) and the value attached to '*practical tips and practical ideas*' (Sarah, Interview 3) are consistent with this priority.

Sarah's perception that '*you are at the mercy of the children a lot more, and need to react to them*' portrays her as feeling in a position where her sense of control is diminished. Rather than being able to plan in advance she had to react to pupils' unpredictable actions. This issue was also reflected in her comments when describing how she would amend her proposed strategy in question 8 of the first questionnaire (Appendix 3). In this case she does make

a prediction but this leaves her questioning how she would deal with certain kinds of behaviour:

*I'm very wary of doing anything that will cause, that will give them the option of saying no. And I'm wary of putting a child in a position where they're embarrassed, and they say no, and then I've got another situation to deal with. How do I deal with them saying no to a teacher?*

(Sarah, interview 1)

Though the rationale for the change in strategy initially seems to be based on a degree of concern for the pupil, the more dominant concern appears to be whether she will be able to control the possible situation created. Though I believe Sarah arrived at a better decision regarding the strategy employed, the rationale that led her to this is very much linked to her need to maintain control. Paradoxically, it places her in the reactive position where a child's reaction, in this case saying no to a teacher, is forcing her to act. This particular example also links to what may be her wider beliefs about children and teachers. There is an implicit belief that children should not say no to teachers, coupled with a view that this is a significant classroom event and an implication that she must be seen to act on it when it occurs. The issue of how she appears to the class when dealing with behaviour is one Sarah touched on again when talking about her level of confidence in relation to physical aggression between pupils:

*No, I still feel like that. I still feel like, the kind of aggression I'm thinking of and I'm thinking of a couple of boys in my class who do this, and one girl. Suddenly out of the blue there'll be a kerfuffle, and almost a fight, not quite, but there have been minor fisticuffs in the classroom on a couple of occasions, and I don't know how to cope with that, not really. I mean I think I stay calm, I don't want them to see me looking flustered, however I don't really know what to do if I'm honest about it. So that low level of confidence really hasn't changed. No it hasn't changed. I feel quite confident that I can look unflustered, I do quite a good job of that, but I don't feel confident that I am always doing the right thing, the best thing, no. Perhaps I should be marginally more confident now because I know what my school policy*

*is. I know that we're not supposed to physically intervene, I know all the things that we're not meant to do, the things we are meant to do, physically restrain a child only if they're hurting themselves, hurting someone else et cetera. But still, I think that is still fairly accurate.*

(Sarah, interview 1)

The unpredictable nature of behaviour is again referred to via her phrase 'suddenly out of the blue'. Her concern though is related to how she appears and conducts herself. It seems that she saw the school's policy as providing some predictability in terms of what was expected of her and, as she implies, may have given her greater confidence.

Feeling that she was able to control the class also appeared to be a success indicator for Sarah when she reflected on her experiences whilst on one of her placements during training:

*I think if I felt that the rest of the class did learn, and the lessons went as I planned, as I wanted them to then I would feel as if I must have been controlling the children in order for that to happen. There were some examples of lessons that I don't think went well and I don't think that other children learnt as much as I wanted them to, and that was because of a small group of children who hadn't behaved well. But as a rule, for the majority of the time, I did feel as though I controlled those children well enough, controlled their behaviour well enough to be able to teach.*

(Sarah, Interview 1)

Using the control of pupil behaviour as a success indicator, given that she had already identified that it is unpredictable and difficult to plan for, is problematic if, as Powell and Tod (2004: 2) suggest, teachers '*cannot realistically anticipate and prepare for the entire range of pupil responses they will experience in the classroom*'.

Within the first interview there were signs of a more realistic perspective developing when she considered what might need to change to increase her confidence rating from an eight to a nine:

*I think perhaps I was naïve when I started this year and I thought that if you manage behaviour well, that means you will eradicate bad behaviour. I thought good behaviour management meant that over the course of the year, by the end, they wouldn't be behaving badly. I think I've realised now, that with some children, all you can ever do is manage their behaviour, it will keep occurring, but you just have to have a way of coping with it when it happens, and I think to be, still at the back of my mind I'm thinking actually I could eradicate the bad behaviour if I have really good behaviour management techniques. So to be a nine, or a ten, a nine, I think I really would need to see that my behaviour management was then decreasing the bad behaviour so I'm not just reacting to it each time it happens, I'm somehow, cumulatively over time, I'm somehow managing to decrease it.*

(Sarah, Interview 1)

Though Sarah still expresses concern over whether she can manage the behaviour when it occurs, there is also a recognition that she needs to look for signs of progress over a longer period of time rather than assuming that her actions should be able to eradicate it completely. This perspective was also evident in the third interview when she explained what she would offer as evidence of her competence in relation to pupil behaviour:

*I'd probably suggest that you observed a lesson and saw that there's a general calmness and attentiveness - the children are generally on task, and generally learning. And that little bits of behaviour disruption that come up are dealt with straight away, and generally calmly in a pleasant manner. And children respond well to the way that I deal with behaviour. Again generally, of course - there are exceptions. And that there's again generally quite a nice learning atmosphere in the classroom. But of course there are exceptions - within any lesson, there's a moment when a child disrupts and it causes problems, or whole days when the class are a little bit restless and so on.*

(Sarah, Interview 3)

She appears to have reached a point where she is not so concerned with her ability to control the behaviour and has the twin focus of what the children are

doing, primarily in terms of their learning, and what she is doing in terms of managing situations. She is also able to put the behaviour in proportion, framing these occurrences as ‘exceptions’ rather than taking it personally or feeling it reflects a personal failing. However, the ability to control pupil behaviour was still an issue when she talked about her greatest fear or anxiety in relation to pupil behaviour:

*It's the thing I said earlier on, the worry that when behaviour isn't good in a particular child or when the whole class is a little bit...not great, then it's something I've done or not done. It's that somehow, I'm not getting it right; it's that worry that there's something I could be doing. Because I look at other teachers and there are some who just have their class just that bit more controlled and that little bit more focused. And I think, 'What is it that person's doing that I'm not doing?' And it may just be a simple thing; I just need to learn what that thing is and do it, and that's it. And that, as I say, is my main worry. But it's also quite an exciting idea - that there's something I could learn, and that will make me a better teacher.*

(Sarah, Interview 3)

Though she is focused on the control of behaviour and makes comparisons with other teachers based on this, she appears to have reached a position where control is no longer the pressing concern it was in the first interview. Here she seems to construct what she interprets as the ability of colleagues to control behaviour more effectively than her as motivation to develop her own practice. Inherent in her comments is still the view that there is something specific she could learn that would provide the solution but, as she notes, there is a positive dimension to this. The caveat may be that, whilst Sarah's desire to expand her knowledge of strategies can be viewed as positive, this needs to be coupled with recognition that there is not a single, definitive set of strategies (see Chapter 4 pg 110). What is not clear from the data is whether, in interpreting the class being ‘*just that bit more controlled and that little bit more focused*’ as a positive indicator, Sarah also took into account the pupils' learning.



Viewed in the context of Sarah's concern for predictability and control, her criticism of the PGCE course for an apparent lack of direct input on behaviour becomes understandable. Based on her understanding of her needs, the university based elements of the course failed to provide adequate preparation. The issue this raises is whether the individual necessarily knows what is good for them, especially at the beginning of their career. Sarah suggested that a series of dedicated sessions on behaviour management would represent an improvement. This might fulfil an immediate need and contribute to feelings of confidence but the question would be whether this led to any greater competence in practice.

## 9.2 Differences in confidence related to behaviour

Data collected through the two questionnaires provided a useful indication of the differences in the case study participants' confidence in relation to behaviour at the beginning and end of training. As table 9.2.1 illustrates, reported confidence levels of the case study participants varied on entry to the PGCE course but, with the exception of Nick, had improved and levelled out.

Name	Confidence rating at the start of the PGCE	Confidence rating at the end of the PGCE
Sarah	6	8
Nick	7	5
Kirsty	7	9
Tom	6	8
Justin	6	9
Heather	8	8
Mark	5	9

Table 9.2.1 Confidence in relation to ability to establish and maintain a good standard of behaviour in the classroom

Comparisons between individuals' ratings for confidence need to be treated with caution as each of these is a personal appraisal based on the case study participant's conceptualisation of the ten point scale. Nevertheless it seems reasonable to assume that six of the seven, like the wider group of PGCE students who completed the survey, entered their training with broadly similar levels of confidence in relation to behaviour.

Two more questions in the second questionnaire explored confidence in relation to behaviour. Respondents were asked to indicate their level of agreement with two statements:

- I am confident in my ability to select *and* evaluate appropriate behaviour management strategies
- Overall I am confident that I know a sufficient range of strategies for managing behaviour during my first year as qualified teacher.

All of the case study respondents indicated a level of agreement with the first statement. With the exception of Sarah, who recorded an answer of neither agree nor disagree, they all also indicated agreement with the second statement.

From the questionnaire data, Nick and Sarah emerged as the exceptions within the group of seven case study participants. In Nick's case he had recorded a lower confidence rating at the end of training than at the start and continued to view training in relation to establishing and maintaining good behaviour in the classroom as a priority for his first year as a qualified teacher. In Sarah's case, she had recorded increased confidence in her *ability to establish and maintain a good standard of behaviour in the classroom* by the end of her training, but, as discussed in the previous section of this chapter, behaviour still remained a priority for her professional development in her first year as a qualified teacher. She also conveyed some doubt regarding her knowledge of a sufficient range of strategies for managing behaviour during her first year as a qualified teacher through her *neither agree nor disagree* response to question 7f in the second questionnaire.

The following exploration of the reasons for the apparent decline in Nick's confidence conveyed by the questionnaire data provides an example of how an individual's perceived confidence may be influenced by predicted challenges in the future teaching environment. Nick's was not an abstract appraisal of preparedness in relation to behaviour in general but an appraisal

based on a prediction drawing on some knowledge of the future context in which he would be teaching.

### **9.2.1 Nick: A teacher lacking in confidence?**

As table 9.2.1 (pg 278) illustrates, confidence ratings vary on entry and change during the course of training. It would be reasonable to expect that they improve as experience increases but Nick's ratings did not conform to this pattern. In terms of understanding the experiences and associated interpretations that might influence reported confidence he provides an interesting example.

Based on his self reported confidence ratings in the second questionnaire and the level of priority attached to training in relation to behaviour, Nick presented as the case study respondent with the greatest concern about this area. His confidence rating had dropped from a seven to five in relation to his ability to establish and maintain a good standard of behaviour in the classroom and was lower than his confidence ratings for either his ability to promote children's and young people's learning or his ability to teach his specialist subject. Behaviour was also a priority for his professional development in the first year of teaching. Based solely on survey data, he could be seen as reflecting the discourse of teachers emerging from training lacking in confidence about behaviour and generally feeling underprepared. Exploring this issue with him through the first interview provided a powerful example of the dangers of taking confidence ratings, or similar numerical indicators of perceptions of preparedness, at face value. His responses during the first interview provided an insight into the factors that might influence an individual's confidence rating. Asking him about his confidence ratings and the level of priority attached to behaviour provided a different narrative to the one implied by the data from the questionnaires. Nick explained his apparent dip in confidence between the beginning and end of the course:

*Ok, um... seven when I started because I am an arrogant git [laughs] I am... um...but I think it probably comes back to...um...sort of the TEFL teaching. I have never had any problems with classroom control but god forbid really any TEFL teacher who does...um...but...also*

*I...I've come in to teaching with a wealth of other experience of managing people so probably you know managing kids is certainly managing people so a certain amount of arrogance there, er a seven. Five...um, at the end... probably because I knew where I was going, which school I was going to and...um...and therefore I had a huge concern over the management at that stage because I'm at the same school as my partner works so I knew that I was going to be up against some pretty disruptive behaviour, um so that could well have influenced my...um...answer.*

. (Nick, Interview 1)

In this explanation it becomes very clear that the initial confidence rating was based on past experience and the drop to five by the end of his training was influenced by a particular set of circumstances. His confidence was also adversely influenced when he worked for a two week period in the summer prior to formally taking up his appointment in September (see Chapter 8, pg 245). A confidence rating, however, is at best a snapshot in time, as Nick's comments on his experience in his first year of teaching would seem to confirm:

*Yes, I...the behaviour in my class is not how I always want it...um...but I'm much more confident as a teacher that I'm doing a lot better than a lot of other teachers, especially a lot of other teachers in the same position as me and...um...you know there is a lot of work still to do...um...but yes, I feel confident that that two week sort of period just watching hellish behaviour hasn't transferred itself to my classroom because I think it's a lot of, because of the expectations I set out.*

(Nick, Interview 1)

His interview comments suggest that he did not feel anxious or ill equipped and considered that he was doing better than a lot of other, unnamed teachers that he knew. Reflecting on his first year, after two years as a qualified teacher, Nick saw this as a positive learning experience:

*But it's a hell of a proving ground, because you do learn very quickly how to deal with students... you can have these very broad whole-school approaches and stuff, but actually it's dealing with them as individuals, it's relating to them on a one-to-one basis - talking to them and reasoning with them. And for the vast majority of badly-behaved students -I mean repeatedly badly-behaved - reason works with them. It's a bit of wheeling and dealing... There are exceptions to that - there are students who were seemingly at that stage in their development where they were beyond simple behaviour management techniques. And those were the ones who really caused the bigger issues. But I think that once I got into the school and found my feet, I... I was going to say I survived [laughs], but I really enjoyed it. I thrive at that kind of level.*

(Nick, Interview 2)

A salient point in highlighting the differences between individuals is that Nick made these comments after a year teaching in a girls' grammar school and having made the decision to return to the comprehensive school in which he had taught for his first year as a qualified teacher. Simply based on questionnaire data this seemed a surprising choice from someone who had indicated his confidence was relatively low in relation to behaviour. A prediction might have been that he would welcome the opportunity to teach in a grammar school where it might be anticipated that behaviour would generally be better and would have wanted to stay away from the comprehensive school environment he had previously experienced if possible. The interview data portrayed a very different picture of Nick than the questionnaire data alone. It would have been easy from the questionnaire data to construct an image of Nick as anxious about his ability to establish and maintain a good standard of behaviour in the classroom and, from the continued priority attached to this area, to be in need of training. However the interview data shows Nick to be confident and realistic in his approach to pupil behaviour. His confidence rating of five in relation to his ability to establish and maintain a good standard of behaviour in the classroom and the indication that this was a priority area for professional development were not a reflection of how Nick presented.

### **9.3 Real and imagined fears: perspectives on the problem of behaviour in schools**

If, as has been suggested (e.g. DfE 2012a), the greatest fear for trainees is that they will not be able to manage behaviour, then two questions that arise are where this fear emerges from and, most importantly in the context of this chapter, what the differences are between individuals in the degree of fear they experience. As Chapter 8 illustrated, though most of the case study participants referred to examples of problematic behaviour they had experienced, only Mark gave the impression of being in a situation where he was regularly encountering problematic behaviour from a broad range of pupils. Despite this, the case study participants differed in their views on the extent to which behaviour was a problem in schools generally.

Trainees do not enter the PGCE course free from the influence of the portrayal of standards of behaviour presented via the media. As the questionnaire data showed, all are likely to have spent a little time in school as a requirement prior to starting the course and a proportion may have had experience of other voluntary or paid work. Such experience might serve to counter to an extent the negative media view of behaviour in schools (e.g. Williams, 2004, Revel, 2004, Blair and Halpin, 2006, Cassidy, 2006, Hanna, 2006, Paton, 2007). Nevertheless, a trainee's awareness of their own limited experience might lead them to conclude that the schools they encountered were atypical in light of the apparent evidence base provided by media comment. Nick alluded to the idea that, as trainees, the PGCE students were already exposed to ideas about what behaviour was like in schools and so when he arrived on the course a degree of fear was present:

*I think when you go into the PGCE, I think behaviour is one thing that you like...out of most of the people I was doing the PGCE with... when we went in we were most concerned about the behaviour because you hear these dreadful stories and my partner was working in a quite difficult school so, you know, you think 'well, how on earth am I going to deal with this', so that's where that concern...why it was in there.*

(Nick, Interview 1)

Speaking in the third interview about the White Paper (DfE 2010a), Nick directly tackled the issue of the influence of the media portrayal on trainees' perceptions of behaviour in schools:

*...the first paragraph - 'We know that no issue is more important when it comes to attracting good people into teaching than tackling poor pupil behaviour. Among undergraduates considering becoming a teacher, the most common reason for pursuing another profession is the fear of not being safe in our schools.' Probably because they've not been in a school. It's because they read the Daily Mirror or the Daily Mail or Express. No, I mean certainly this school has its fair share of problems and challenging students. It doesn't suffer from a gang culture or weapons or guns and knives and stuff. Unlike some - a very, very small minority of schools in a very small minority of areas. I think it's just the government wanting to win favour with the Express and stuff. It's just ridiculous. It doesn't represent what I see here.*

(Nick, Interview 3)

Nick appeared to have rationalised nationally expressed concern about behaviour by reflecting on his own experiences. In contrast, some of the other case study participants expressed the view that problematic behaviour was widespread in schools even though the behaviour they had encountered during placements and their first posts as qualified teachers had not been a particular concern. Heather, for example, believed schools in the area where she lived were more challenging than her own school. She had been influenced in this belief by the views of friends:

*Generally I think the schools round here are pretty much of a muchness in terms of behaviour. Where I live, over in Tunbridge Wells and in the Tonbridge area, there's some much more challenging schools, but having friends who've taught in areas like that, and friends who've mostly taught in secondary actually, I can really see how behaviour can be a very... poor behaviour in a classroom can really hinder your ability to actually do your job and teach.*

(Heather, Interview 3)

Like Nick, Heather had heard stories from others. It is perhaps human nature when relaying anecdotes not to recount the occasions when everything went well or nothing significant or out of the ordinary happened. These may not, therefore, be the most reliable sources. Heather also accepted the White Paper's (DfE 2010a) suggestion that behaviour was causing teachers to leave the profession, stating:

*I would certainly agree with the fact that poor behaviour is driving people out of the profession. Certainly in my experience, with a lot of my friends who have nearly been at their wits' end, it's been due to behaviour.*

(Heather, Interview 3)

Her point highlights the issue that an individual may hold a concern about behaviour for the teaching profession collectively but not be concerned about behaviour in their own classroom. The idea that a teacher might believe extreme, problematic behaviour exists out there in schools somewhere but not in their own was evident in Sarah's response to the depiction of behaviour in schools in the White Paper:

*This, to me - a lot of this, where it's talking about teachers' fear for their own safety and disrespect towards teachers and so on - this sounds like secondary schools to me. That's kind of how it sounds - that image of things being thrown around the classroom and teachers walking out because they fear for their safety. I've never, despite having had some difficult classes and difficult children, felt unsafe - I've never felt that I might leave the profession because of... So these things haven't been as extreme as they're described here. To me this does sound a bit more secondary school-like. Where I'm quite certain there are some more extreme issues. A teacher at my school has just moved from secondary teaching, where she was extremely miserable and was on the verge of leaving the profession, to primary, where she loves it. She describes this kind of thing in her secondary school where she worked for a long time and felt very unsafe and very unhappy. So I think this does sound a bit more like secondary.*

(Sarah, Interview 3)



When talking about specific proposals in the White Paper, Sarah was very clear that she had not encountered the types of behaviours these seemed designed to address but, based on her perception of secondary schools, felt they were necessary and would be welcomed by colleagues in these schools:

*I bet the majority will be in secondary schools, I really do - in the kind of secondary schools where kids come in with a knife in their back pocket and are swearing and directly threatening teachers. I know that happens - I hear teacher friends of mine who work in local secondary schools. That is commonplace in some - the kind of schools where there is a whole team of police officers outside the school at home time, just to police the going home process. That's where teachers will be thinking 'Thank goodness for that. Now I know that I'm allowed to remove that knife from that child' or 'Now I know that I'm allowed to...' Whatever it is. But I have no experience of those kinds of severe behavioural issues - that doesn't make me think 'Oh, thank goodness!' Maybe I do think 'thank goodness' on behalf of the teaching profession generally, but for me – no.*

(Sarah Interview 3)

Despite the White Paper's (DfE 2010a) proposals seemingly not relating to behaviours she had directly encountered, Sarah was willing to accept the possibility that these proposals would help a lot of other teachers. Again, she expresses in her comment a belief about behaviour in secondary schools and supports this by reference to tales she had heard from friends teaching in the secondary sector. It is interesting that both primary case study participants referred to the problems of behaviour in secondary schools rather than focusing on their own phase. Sarah's final comment '*Maybe I do think "thank goodness" on behalf of the teaching profession generally, but for me – no*' reinforces the point that an individual teacher may not be individually worried about behaviour based on direct experience but hold a concern about behaviour in schools generally. This might give some insight into why an NASUWT (2011) survey found that 73% of respondents felt that there was a widespread problem of poor behaviour in schools but only 38% thought that poor pupil behaviour was a widespread problem within their own schools. For a trainee teacher the issue may be that they have limited direct experience to

draw on and so their perceived need for preparation through training may be in relation to the generic concern. Having said that, the questions within the questionnaire (Appendix 3) covering the predicted frequency of specific behaviours suggested that, even early in training, the majority of respondents accepted that it would be low level disruptive behaviours they would be dealing with more frequently and the more extreme behaviours such as physical aggression and verbal abuse directed at the teacher would be relatively rare.

Kirsty and Mark both referred back to their own school days and identified a change in pupils. Kirsty's comment on this subject was brief:

*It can put people off when I tell people I'm a teacher - you get the 'oh, you're brave' response that kind of reflects that feeling of what we're doing. And I like this idea of authority, because even when I was at school - again, it was a different type of school to the one I'm at here - but even then, there was a lot more respect perhaps for teachers.*

(Kirsty, Interview 3)

Her opening statement reflects the fact that teachers are involved in a very public job about which other people will hold a view. She is attracted to the White Paper's proposals intended to 'restore the authority of teachers and head teachers' (DfE 2010a: 9). The use of her own school days as an example reflects the idea that there was a level of respect that existed but is no longer present that it might be beneficial to restore. Mark's reference to his own school days was more extensive and was in response to my asking at the end of the interview whether there was anything else he wanted to say or raise about behaviour:

*Not that I could have recorded [laughs]. I think behaviour has deteriorated greatly from when I was at secondary school. I remember when I joined my school as a Year 7 back in 1994, you were terrified of sixth formers. And when I came through to the sixth form, I remember that the Year 7s were becoming very mouthy and were willing to talk back to you as sixth formers - there was no respect. They still had respect for teachers, and then when I went back to do*

*my teacher training, I noticed that it had deteriorated even more. And I feel...particularly within this school...I've seen a severe drop in discipline in the last three years. Despite having initial improvements with this behaviour policy, the kids are now realising that it doesn't work and it has dropped down.*

(Mark, Interview 3)

In Mark's case in particular there appears to be a feeling of a broader problem related to changes in society generally. The direct experience he draws on for his evidence base is quite limited, based on a comparison between the secondary school he attended as a pupil, those he taught in whilst on placements during training and the school in which he took up his first appointment and was currently teaching. In the first questionnaire he indicated he had worked as a teaching assistant and volunteer helper prior to starting his training so these experiences may also have informed his views. The problem, once the cause is attributed to a general change in society, is that this is likely to be viewed as permanent, global and largely beyond his control, leading to a reduced sense either that change is possible or is likely to result from actions it is within his power to take. This type of attribution is likely to impact negatively on an individual's self-efficacy (Bandura 1977, 1985, Poulou and Norwich 2000). Mark's attribution of cause and the concept of self-efficacy are explored further in the following section.

### **9.3.1 Dealing with adversity**

Of the seven case study participants, only Mark seemed to be struggling with behaviour, though, retrospectively, having moved initially into teaching in Higher Education and then Further Education, Justin referred to some difficult behaviour encountered whilst he was teaching in a secondary school as a newly qualified teacher. Mark provides an example of how an individual might react when difficulties are encountered. The implication is that this is not necessarily how another person would respond in the same circumstances and that the reason for his response can be explained through individual factors related to Mark, such as his resilience and attributional style. According to attribution theory, individuals '*seek to identify general causal principles which they use to predict the future, control events and guide their own behaviour*' (Chaplain 2003b: 49). In considering the practical application of this theory,

Chaplain (2003a) gives an example very relevant to Mark, who is the main focus of this section of this chapter. In Chaplain's (2003b) example, the teacher is faced with a group of students more difficult to manage than previously encountered. The teacher might attribute this situation to their own lack of skills in managing behaviour, insufficient resources or the level of the pupils' behavioural difficulties. The explanation selected is likely to lead to a particular response. For example, if the teacher perceived the cause to be a skills deficit on their part they might decide to access training or talk to a more experienced colleague about how they would handle the situation. However, if the cause was perceived to be the level of the pupils' behavioural difficulties, the teacher might consider that they need a specialist assessment, an alternative placement or exclusion. It should be immediately evident that there is scope for attribution errors. In other words, the teacher in this scenario might attribute the cause to the nature of the pupils rather than focusing on their own lack of skills or the lack of resources. Attributing externally – in this case to the pupils or the lack of support – may have a protective quality, preserving the teacher's sense of self-worth. Less positively, such an attribution might also place the individual in a position where they feel they have limited power to bring about change. Attribution theory is not only relevant in explaining difficult experiences; individuals also make attributions in relation to their successes.

In the first interview, Mark linked the increase in his confidence rating of nine in the second questionnaire to his second placement during the PGCE course which was in a grammar school:

*The behaviour there was a lot better, um I felt that I was able to build better relationships with those pupils there and they gave me an absolutely massive confidence...in fact they didn't really have any behaviour issues in the three months that I was in that school...so that really gave me a boost before the end of my PGCE.*

(Mark, Interview 1)

The attribution he makes in this brief description is largely external; he appears to view pre-existing standards of behaviour as providing the opportunity to build relationships. He appears to view his success as largely due to contextual factors rather than actions on his part.

By the first interview Mark felt his confidence had declined to a rating of seven. For this to increase to the nine he had recorded in the questionnaire at the end of training he felt he would need to have *'a continuous or a run of days where I didn't doubt my behaviour management skills'* The idea that confidence could fluctuate was a point he expanded on:

*I would say having come to the school now...um.. I have really good days where I think yes, yes of course I can do it and other days I think I have got no idea on how to do that so it fluctuates more than it ever did as a student teacher.*

(Mark, Interview 1)

Mark's comments conveyed a degree of self doubt, with his feelings about his performance seemingly moving between extremes. Despite this, he felt his competence in relation to the management of behaviour *'was pretty good....just because of the feedback that I got at the end of my placements'*. In this remark there is the suggestion that his evaluation of his own competence was based on what others said. This is understandable as it would be expected that as a trainee he attached some credence to the view of the more experienced school based mentors and tutors he encountered. However, coupled with his view that his confidence was influenced by pre-existing standards of behaviour in the grammar school rather than any of his own actions, the idea that his perception of competence is shaped by what others say rather than specific achievements is potentially concerning. An issue for him might be how this feeling of competence is sustained when others are not telling him whether or not he is doing well.

In responding to the interview question regarding significant factors that he could identify that developed his practice in relation to pupil behaviour, Mark focused in on two problematic examples, referring to *'a very difficult group of year eight students this year with three very disruptive and naughty girls in it who made it very difficult to teach anything at all'* and *'a very noisy, rowdy group who don't really seem to show much interest at all'* (Mark, Interview 1). In neither case did he move on to discuss how *he* overcame the issue. In the first example he stated *'we had to deal with it with senior management, we had to change their classes around'*. Though this was a supportive action on the

part of the senior management team, it represented an externally generated solution. In the second example the attributions were all external and to a large degree beyond Mark's influence:

*It's the time of day and I think their old teacher was very different to myself and it seems that no matter what I try with them they are not particularly interested in doing anything, I've tried all sorts of strategies, all different types of lessons and nothing seems to work with them.*

(Mark, Interview 1)

Mark does not display a particularly high level of self efficacy in this comment. Self efficacy has been defined as an individual's judgement of their ability to execute successfully a behaviour required to produce certain outcomes (Bandura 1986, Gibson and Dembo 1984, Giallo and Little 2003). There were clearly actions he had enacted but, in terms of outcomes expectancy (Bandura 1977), Mark appeared to have little faith that anything else he might try would lead to the desired outcome. Above all, there is a sense of hopelessness conveyed by the phrases '*no matter what I try*' and '*nothing seems to work with them*'. An individual's attributions can have an effect on attitudes and the way the individual attempts to deal with challenging behaviour (Tobe 2009). As Poulou and Norwich (2000) suggest, an individual's conviction in their own effectiveness is not only likely to affect how much effort they will expend and how long they will persist in the face of adverse circumstances, but also whether they will even initiate a coping behaviour.

Despite these difficulties there was still a sense, in talking with Mark, that these had not become global issues that affected his feelings of confidence and perceptions of competence overall. He was still able to isolate the problem to '*a very difficult group of year eight students*' and '*a very noisy, rowdy group*' and conclude that '*what I have experienced this year is not as hard as I was perhaps expecting or as difficult*'. He also seemed able to keep the problems in proportion suggesting:

*Don't take it personally when a pupil...um...is upset with you. If a child doesn't like you just remember that it may be one out of 300 pupils that you teach that doesn't like you which is pretty good going.*

(Mark, Interview 1)

By the third interview the problems seemed to have assumed more global proportions:

*I think this year's probably been my most challenging year - I've had some very challenging classes. It seems to be very low level disruption, which spreads very quickly through the classes, and then leads to worse behaviour. It starts perhaps with them talking to each other and you ask them to be quiet and they tend to ignore you for that. And then it starts off somewhere else in the classroom, and they start interfering and getting up and walking around. It's been a real challenge to deal with those sorts of classes.*

(Mark, Interview 3)

The idea of a contagion effect within the classroom was a theme Mark returned to, coupled with a sense of powerlessness:

*If one of them starts, then the next one, then the next one and so on. It seems to be that 'oh, my friend's doing it therefore it's OK, and if there's enough of us...' They know that it can't be stopped - you can't throw out half a class, for example. So they kind of know that they can actually get away with this without much happening until after the lesson...it's very difficult to deal with all of them in one go.*

(Mark, Interview 3)

Mark acknowledged that some of the problems encountered with a specific group may have been related to his own teaching, noting:

*This year I've been given a lot more subjects that I'm not familiar with, and therefore... I wouldn't say I struggle to teach the subject - I don't have a problem with the subject knowledge - it's the subject interest. I*

*mean, if I'm not interested in it, I'm pretty sure that no matter how much I try, that that comes across to the pupils.*

(Mark, Interview 3)

Though some of this explanation positions him as a passive victim of timetabling, there is an implication that he might be able to change the situation he is experiencing if he could develop – or at least convey – more interest in the subject. As he continued to talk about his difficulties a lot of blame was directed towards the behaviour policy. It was clearly an explanation he had given some thought to as he had calculated, based on the different levels of warnings teachers were expected to give and a fresh start each lesson, that a pupil could disrupt 36 times during the day before they encountered any higher level sanctions (see Chapter 8 pg 238).

Relaying a difficult incident he had encountered on a school trip, Mark observed in the third interview:

*Because I'm still relatively new to teaching, and I don't know what I can and can't necessarily do, or what is the right course of action - I would like someone to run it past who's got a bit more experience than me, and a bit more authority than just a classroom teacher.* (Mark, Interview 3)

Out of the six case study participants still teaching at the time of the third interview, Mark was the only one who explicitly conveyed the idea that he still viewed himself as a beginning teacher. In Mark's comment there is also the sense of uncertainty in judging what to do. Whilst it must be acknowledged that this was a field trip and so a different context from the experiences covered in the interviews with Nick or Tom, from how they spoke about themselves and their practice it is difficult to imagine either of them experiencing this same sense of doubt or the need to get a second opinion.

When the third interview turned to the topic of the White Paper (DfE 2010a), Mark's comments presented the view of someone beleaguered by all manner of factors beyond his control, such as the reinstatement of pupils after exclusion, unfair Ofsted judgements, a lack of practitioner involvement in



national policy development, head teachers and senior leaders who were out of touch with classroom teaching and a culture of blaming schools. His concluding comment summed up this feeling:

*You can't keep pinning things on the same people all the time, and then keep expecting them to do a better job when you're telling them that they're doing even worse. That's not a good way to motivate your workforce. I feel very frustrated about a real lack of back-up when it comes to behaviour management.*

(Mark, Interview 3)

The toll at a personal level was evident as Mark described changes he had noticed in himself since he started teaching:

*I feel very disillusioned, I suppose, with my job. I still really love the teaching bit, but I sometimes just think to myself 'What is the point in doing this?' I feel worn out at the end of every day, and it's only three, coming up to four years of being into teaching. I look at some of my colleagues who are retiring, and I think there's no way I could teach for thirty or forty.*

(Mark, Interview 3)

A question that inevitably arises is how much of the problem relates to Mark's general dispositions and competence in relation to behaviour and how much relates to working in an environment where behaviour has the potential to be difficult and he feels unsupported. The feeling of being unsupported and undervalued was evident:

*I'm not actually valued in my school. I'm here just to teach some lessons, and they don't really care what happens at the end of the day, how you feel - this is what we're going to do and tough, you're just the teacher - we're going to do it, and do what we say.*

(Mark, Interview 3)

Ultimately, Mark's difficulties were probably a result of an interaction between the individual and the environment. Comparisons are difficult because only

Mark was in this environment, but an example of a different response is Tom's autonomy in deviating from his school's behaviour policy and adopting a procedure that was '*about half the size*'. Though there are arguments (e.g. Ellis and Tod 2015) that teachers should adhere to the behaviour policy in the interests of whole school consistency and express reservations through the proper channels, Tom's response conveys resourcefulness and confidence in his judgement.

#### **9.4 Issues of teacher identity and personal style**

Latest guidance on the content of teacher training states that '*trainees should have developed their own personal style for managing behaviour*' (TA 2012a: 1). It also suggests that the way in which '*generic behaviour management systems and techniques...are used depends on the attributes of individual teachers and the context in which they are teaching.*' (TA 2012a: 1). In addition to the section of the guidance related to personal style, there are other references to other areas of competence that reflect individual characteristics. For example, the guidance states that,

*Trainees should understand what effect their responses, both verbal and non-verbal, can have on children's behaviour. They should be able to manage their own emotions when they are teaching.*

(TA 2012a: 1).

and,

*Trainees should understand that good relationships are at the heart of good behaviour management. They should be able to form positive, appropriate, professional relationships with their pupils.*

(TA 2012a: 2)

All of these areas relate to the broader issue of what kind of teacher the individual wants to be, or thinks they should be, in the classroom. Arguably this relates to more than simply a personal style and concerns a teacher's overall identity (Bramald et al 1995, Hammerness et al 2005). Of all the case study participants Tom appeared to be the one who had given most thought to this at a conscious level.

#### 9.4.1 Tom: representative of the charismatic teacher model?

Many of Tom's comments across the three interviews seemed to reflect the charismatic teacher model set out by Moore (2004) in which there is a strong reliance on personality and personal attributes.

In the first interview, Tom stressed the need to '*work out what your personality is and what your voice is*' (Tom Interview 1). His idea that a teacher needs to work out their personality suggests a belief that there is a degree of choice in this process; that teachers are in some way deciding '*Who is this me I take into the classroom and present to my pupils?*' (McGuinness 1993: 46). The importance of personality and voice is a theme Tom returned to at the end of the first interview. Acknowledging that '*the days of the slipper and throwing chalk across the room are gone*' he suggested '*what you have left is your personality and your voice and if you haven't got that then you will flounder*' (Tom, Interview 1). In this comment Tom has articulated a view about the source of his authority as a teacher. Across the three interviews he provided clear references to the way he appeared to wish to be viewed. Reflecting on his relatively high confidence ratings in the second questionnaire, he ran through a number of fixed and changeable features influencing how he presented in the classroom. Being older and being male were fixed features he felt made a difference as '*there's no skittishness in terms of the kids with what they think of you*', whereas '*if you're young they think they can be your mate and everything else*'. These features, he suggested, generally brought a '*slightly higher authority rating*'. Referring to more changeable features, Tom also noted '*I'm very brash...so that is a good advantage*' and '*my voice is my armour if you like. I can be very loud*' (Tom, Interview 1).

The notion that he was '*all for discipline*' (Tom, Interview 2) seemed important to Tom, commenting for example '*I'm fairly fierce if I need things done*' and offering the advice '*establish your personal discipline very quickly because I'm a firm believer that if you lose your discipline learning goes out the window*' (Interview 1). In his reaction to the video extract showing a secondary school's behaviour system in the second interview, he again confirmed his disciplinarian credentials:

*I'd give them a bit of a going over myself first. They don't mess about with me because I'm quite strict, but I'd look upon it as a failure in my lesson if I had to send someone into isolation.*

(Tom, Interview 2)

Tom's concerns regarding the nature of the isolation room depicted are explored later, but the generic point emerging from his comment is that he would interpret the need to use something other than his own personal capacity to address the behaviour as failure. In the third interview he was still reinforcing the same point but framing it in the context of wanting to change:

*I shouldn't fly off the handle or be totally intolerant - I should be nicer. I will always err on the side of being a tyrant. And I shouldn't. I think it's better than being soft, but I'm too harsh. I can make a kid cry with one shout, and that's too much. So I'd like to tone it down. I've tried to tone it down - I have toned it down a bit, but I'm often seen as the loud one, who's very grumpy and likes his own way. And I should have slightly less of that. I need to moderate, become less of a Führer, and more of a kindly... it's not going to work, is it? It's never going to happen.*

(Tom, Interview 3)

In this comment he picks up on some development points but may not be entirely serious. His comment '*it's not going to work, is it? It's never going to happen*' seems to indicate the characteristics he has described are not in particular need of change in his opinion. In making this comment, it is almost as though he knows what people (and I as the interviewer) might be thinking and acknowledges this but has the confidence to indicate that change, if any, will be subtle as the characteristics are very much part of his identity as a teacher. Any moderation that there has been is on health grounds ('*because it was doing my voice in*') rather than any questioning of whether he should be so loud.

Tom's responses to the video extracts in the second interview displayed some consistency with his views on the significance of the teacher's personality. In relation to the first extract he commented:

*She's obviously being a complete bitch [laughter]. And all the kids are going to think of her as a complete bitch.*

(Tom. Interview 2)

There are parallels between the pejorative label applied to the teacher in the extract with Tom's own labelling of himself in the third interview as '*being a tyrant*' and '*a miserable bastard*'. The distinction, however, is that when referring to himself he did not see these as particularly problematic characteristics. As already noted in Chapter 7 (pg 223), many of Tom's comments on the teacher in the second video extract used in the second interview reflected the importance of the teacher's personality. Of particular note was the comment:

*Give her a couple of years, and I can imagine her being one of the ones where she walks into a class and everyone shuts up. She has that look about her and she has that confidence, but she just doesn't know it yet.*

(Tom, Interview 2)

The ability to walk into a classroom and the pupils to become quiet was also what Tom identified in the third interview as his greatest achievement or success in relation to the issue of pupil behaviour:

*The fact that I can walk into a certain year group and have everything go quiet and they will listen. If I can get that, then that's a success.*

(Tom, Interview 3)

When I asked him what he would point me toward as a source of evidence for his competence he suggested:

*I'd take you down the hallway into the busy Year 8 plaza, and I'll stand there, and then you watch what happens [laughter]. My ambition in behaviour management was that I wanted to get to a stage where if I walked into a room and stood at the front without speaking, everything would go quiet. Because they know I'm waiting. I'm not going to be nasty, that's just my expectation. And I've got that with certain year*

*groups. The older ones, I don't know so well. So if I can do that, that's my evidence.*

(Tom, Interview 3)

There is, therefore, some consistency between the points Tom focussed on in the videos used in the second interview and what he viewed as an important quality of a teacher when considering his own teaching. To relate this to the development of thinking and practice in relation to behaviour, the implication is that Tom would focus on aspects of observed practice that matched his own perspective on what represented a good teacher. In the first interview he referred respectfully to one colleague who *'picks me up if I'm too loud'* and had told him on one occasion *'actually, yeah that got the job done but you were slightly too loud too aggressive and that's going to scare them'*. However, his learning from this was mediated by his own beliefs, leading him to view it as *'a compliment in some ways'*. Though he does acknowledge his colleague's encouragement to him *'to moderate it'*, Tom appears to take some satisfaction that he has been identified as successful (*'that got the job the done'*) using his methods. Tom's clear views on how a teacher should present within the classroom reflect a study of secondary beginner teachers by Bramald et al (1995) in which it was reported that the respondents of the study began their ITE with very strong images of teacher-role identities, which they used to guide their actions.

#### **9.4.2 Risks associated with the charismatic teacher model**

Though there is no evidence within the data gathered from the interviews with Tom to suggest it is true in his case, Moore (2004: 69) argues that one of the risks of the charismatic teacher model is *'an over-concern with one's own performance and "high-profile" personal attributes rather than with the progress and development of one's students'*. The data gathering process was not designed to comment on the progress and development of pupils, but Tom's brief self doubt in response to a difficult incident with a particular group of pupils perhaps illustrated another risk if a teacher places so much emphasis on their character and personal attributes:

*...it did affect me. And I suppose the turning point was 'Right, I'm not infallible and even if I think I'm doing alright, sometimes I'm not.' And it*

*obviously did upset me. I was alright after a couple of days - I was back to normal - but you can be hit by things, and your own bravado and sense of self-importance or self-abilities is thrown out of the window.*

(Tom, Interview 3)

When an individual finds that personal attributes and characteristics are not enough then they are left in a difficult position because these represent part of their identity. This is potentially different to, for example, an individual who views teaching as based upon '*collective skills, strategies and competences that a teacher might be expected to learn or to develop*' (Moore 2004: 69). Such an individual may view the type of situation Tom encountered as equally challenging at the time but less difficult afterwards at a personal level because it can be explained through insufficient skills, strategies and competences. A degree of protection against a similar experience can be gained through developing additional skills, strategies and competences.

#### **9.4.3 Personal style and teacher identity: the other case study participants**

Though the set of interviews with Tom were perhaps the richest source of data about the development of personal style, there were others who touched on this theme. When I asked Mark about one of his responses in the first questionnaire, he alluded to the need for a new teacher to determine how they presented to a class:

*You want to be seen to be a strong teacher who doesn't tolerate ill discipline but also you don't want to be seen as a complete sort of dictator, someone who is quite approachable still to the children It's quite important, it helps get that relationship off on the right foot, I think that was the sort of thing I was referring to.*

(Mark, Interview 1)

In his quest for a balance, Mark presented as less certain than Tom about how he wanted to be perceived as teacher. Whilst Mark was concerned not to be seen as '*a complete sort of dictator*', Tom saw becoming '*less of a*

*Führer* as a development point but concluded humorously '*It's never going to happen*' (Tom, Interview 3).

As previously explored, observation appeared to play a key part in the case study participants' learning and Mark provided an example of how personal style might be influenced:

*Yes, I think there is one teacher in the school who I've observed a couple of times, we shared a classroom and the way he is with his pupils is very relaxed and they still do their work but I think it works for him because of his position. If I tried that, I still might get on with the children but I'm not sure how much work they would produce for me so I think a lot of it has to do with how they perceive you and your level of authority still within a school.*

(Mark, Interview 1)

In these few lines Mark appears to be processing a number of ideas in order to reach an understanding of sources of authority and the implications for his own teaching. The steps in this process can be traced. Firstly, he realises from the observation that teachers can be relaxed and pupils will still get on with the task but he then interprets the context, recognising that the colleague's status might be a factor. In other words, the pupils are getting on with their work because this teacher is in a position of authority and consequently he is able to be relaxed. Mark then applies what he has observed to his own teaching to reach the conclusion that he could be more relaxed and '*get on with the children*' but they might not produce the work because he does not have the position of authority within the school.

How relaxed a teacher can afford to be is an issue that Heather also alluded to:

*I think that I was trying to be lots of fun, and trying to always be polite and nice and kind and asking them to do things. And it wasn't really working. But I think the thing that has kept me feeling positive about the changes I've made to be more authoritarian, is that I've still got the children from those two classes coming up to me and speaking to me -*



*I've been told by various children that I'm one of their favourite teachers and they really like me, so it just shows that having a more authoritarian approach doesn't necessarily mean they're not going to like you. And in fact, I think it's not to do with authority, it's to do with being fair. And I think that I'm now very fair with the children - I try and be as consistent as I possibly can, and they respond really well to that. Especially four and five year olds - their sense of fairness is through the roof. You don't want to get tripped up on that, because they will spot you being unfair from 20 metres. The difference between being consistent and being strict: I think that's what I've been misunderstanding. I thought being strict was what it would be to keep the boundaries there, but actually it's being consistent. And as long as you are consistent - so far - they've responded very well to it.*

(Heather, interview 3).

From Heather's comments it appears she had to re-evaluate her initial idealised image of being a fun teacher who was '*nice and kind*' and consider how she established her authority as a teacher. She appears from her comment to have arrived at a position where she realises she can still have authority and be liked by pupils. As teaching is a social endeavour, working out the type of social relationship the teacher needs to have with their class is important. Ultimately, Heather has made sense of her relationship and source of authority in terms of fairness and consistency.

Kirsty illustrates the difference between individuals in the personal style they seek to adopt. Tom appeared to see being '*loud and brash*' as part of his personal style whereas Kirsty observed,

*I think it depends on the kind of teacher you want to be. I don't want to be a shouty one, which I think some people have a reputation for. But then again, I don't want to be the cushy one. So it's finding that balance, that's right for me.*

(Kirsty, Interview 3).

Like Mark, Kirsty highlights the issue of finding a balance. She has implicitly created a continuum between '*cushy*' and '*shouty*' upon which she is seeking

to locate herself as a professional. This is not dissimilar to Mark's implicit continuum between 'a strong teacher who doesn't tolerate ill discipline' and 'someone who is quite approachable still to the children' (Mark, Interview 1)

By the third interview with Nick he was preparing to teach abroad, though not for reasons related to pupil behaviour in England. Thinking ahead to this new environment he too considered how he might position himself as a teacher:

*I would almost like to be able to spend the first two or three days in my new job not teaching, but just going round and having a look at the school and the students before I decide what character... It sounds dreadful, but what character I'm going to play. Because I really don't know what it's going to be like. And I'd like to be able to... that thing about 'don't smile until after Christmas', which I couldn't do because one of the reasons I'm a teacher is I really enjoy working with kids. And I don't think I'd enjoy it if I just stood in the front of a very passive, quiet class, who raised their hands and only answered the question, and didn't... It would just bore me to tears. I like having that interaction with the students, but I want to be able to make sure that in the next job I go to that perhaps those very silly, though annoying, low level behaviours are cracked down on. If they need to be cracked down on - I don't know whether they will or not, but certainly doing my time again here: if I were here next year with let's say Year 7s who didn't know me, I'd aim towards... certainly 'don't smile until November' [laughs]. See if I could manage that.*

(Nick, interview 3).

Though looking ahead to a future job, Nick's comments convey a lot of information not only about how he believes he should present as a teacher within the classroom but also how he expects the pupils to be. Like Tom, Nick conveys the idea that the teacher takes on a role or persona and has some choice over this. Though referred to with a degree of humour, the old adage of 'Don't smile until Christmas' has impacted on Nick's thinking at the level of considering where he stands on this as a guiding principle and whether it fits with how he wants to relate to his class.

In deliberating over the type of teacher they wish to be, the case study participants could be seen as reflecting the idea from Hammerness *et al* (2005: 383) that teachers '*begin to forge an identity*' as they '*develop a vision for what teachers do, what good teaching is, and what they hoped to accomplish as teacher*'. Hammerness *et al* (2005) suggest that teachers prioritise and focus on the knowledge and skills they consider will help them realise this identity. An issue is whether, in relation to managing pupil behaviour, a teacher training course such as the PGCE supports the development of different kinds of teaching identities through direct and implicit consideration '*of what it means to be teacher*' and by placing the trainee '*in different environments where they will see certain kinds of norm modelled*' (Hammerness *et al* 2005: 384). The suggestion is that '*this aspect of the preparation is critically important, as the identities teachers develop shape their dispositions, where they place their effort, whether and how they seek out professional development opportunities and what obligations they see as intrinsic to their role*' (Hammerness *et al* 2005: 384). The alternative is that this development is left to chance and is informed by direct and vicarious experience. Hammerness *et al* (2005) recognise that prospective teachers arrive with preconceptions that affect what they learn from teacher educators and their school based experiences. These preconceptions, they assert, '*come from years and years of observing people who taught them and using this information to draw inferences about what good teaching looks like and what makes it work*' (Hammerness *et al* 2005: 367). Drawing on Holt-Reynolds' (1992) earlier research, Darling-Hammond *et al* (2005) argue that teachers' personal understandings about teaching and learning are not only resistant to change, but also shape the ways in which they respond to what they are learning about in their training, including the extent to which they agree with or accept the ideas and concepts covered. Darling-Hammond *et al*'s (2005) perspective regarding the influence of personal understandings might go some way to explaining the difference between Tom's condemnation of '*emotional intelligence and the psychological bullshit namby pamby stuff*' (Tom, Interview 1) and Heather's views on the connections between psychological factors related to emotional health and wellbeing and learning:

*I completely associate a child's happiness with their behaviour. I think that a happy child is a child that's ready to learn and ready to listen, and I think that unhappiness when you're young comes from your perception of yourself and how you think other people perceive you.*

(Heather, Interview 3)

## 9.5 Differences in beliefs and values

The second questionnaire had included a question based on a scenario in which a teacher imposed a whole class sanction. The respondents were asked to select an option from a range provided that most closely represented their view of the strategy adopted. The options were a mixture, with some reflecting pragmatic considerations regarding likely efficacy and others reflecting broader principles related to fairness and the importance of teacher-pupil relationships. There were five different responses from the case study respondents (see table 9.5.1)

View of the Strategy	Case Study Participant
It's not a strategy to be used frequently but occasional use to make a point is ok	Kirsty Sarah
It's not an ideal strategy, but when you can't identify the culprits you have to do something	Heather
It's a useful strategy with a class whose behaviour is not particularly bad, but who are very talkative or lively	Justin
Though this strategy achieved compliance it risked damaging teacher-pupil relationships and so cannot be justified	Nick Mark
Though this strategy achieved compliance it risks modelling to pupils that a person in a position of authority has the right to be unfair. Therefore it cannot be justified	Tom

Table 9.5.1: Responses from the case study respondents to the strategy selection question

The case study respondents were asked in the first interview about their choice and whether this still reflected their view. Only Tom and Justin changed their opinions. Tom indicated that he would now consider using whole class punishments based on the belief that '*the self policing thing works*'. He described how he envisaged this working:

*Not that you want any one member or any group of kids to suddenly fall on one and give them a good kicking because they'd kept them in, but there is a certain self policing element, where if one's talking out of turn you can say 'right the whole class is going to stay in' and they all do tell them to shush and it is unfair but after the first couple of times they don't do it anymore and they sort of know what you're going to do and they start self policing it.*

(Tom, interview 1).

Justin indicated he would not now hold the view that this was *a useful strategy to be used with a class whose behaviour was not particularly bad, but who were very talkative or lively* and, instead, offered an alternative strategy:

*Pupils like fairness, and the best strategy is to put up a detention clock, a digital detention clock on the interactive whiteboard or projector. To sit there with a list of names and possibly the photographs as well of all the pupils, and sit there watching who is misbehaving, who is, who are the talkers and who are not. To actually sit there quietly ticking all the names, they know that you're doing it, and then split the class into two groups, the compliers and non-compliers. The non-compliers get punished, the compliers get rewarded.*

(Justin, interview 1).

His amended suggestion implied that whether pupils experience the approach as fair had become a greater consideration. The procedure he describes seeks to more accurately identify those who are causing the problems rather than punishing everybody.

Though still broadly sticking to her original response, Sarah had some reservations based on the experience of using a similar technique herself:

*I definitely agree it shouldn't be used too much. I think...I do know, some teachers do use that a lot but I used it once this year and there was such unhappiness amongst the children that had behaved well that I felt dreadful afterwards. I kept them in for one minute and I*

*thought, those poor kids that haven't done anything wrong, and it was just two or three that had. So I think it is a technique to be kept up your sleeve, along with many others.*

(Sarah, interview 1)

Her comment suggests it is Sarah's ability to view the sanction from her pupils' perspective rather than simply in pragmatic terms that has influenced her opinion on the appropriateness of the strategy.

Heather did not change her general view of this as a strategy, though clarified how she would employ it:

*I'm always reluctant to do it but if it has been a whole class, um...if it's not been an individual and if they haven't responded to my strategy which wouldn't necessarily be that one then I would speak to them about it and I would first of all make sure they had been warned that that is what their behaviour would result in... ok, so I see what that is, that's the 10 minutes, so I would do it differently but they would have been informed that that is what their behaviour would result in although I wouldn't have done it in that way...um...and then I would have stuck with it. If it had been sufficiently whole class to warrant that then absolutely I would keep them in, definitely.*

(Heather, Interview 1).

Nick and Mark remained consistent in their view from the second questionnaire that, though the strategy achieved compliance, it risked damaging teacher-pupil relationships and so could not be justified. Mark's questionnaire response may have been informed by direct experience as he acknowledged that he had used a whole class sanction during his PGCE with 'disastrous results' (Mark, Interview 1). Nick had never used the approach and elaborated on the issue of potential damage to relationships:

*Never used one, can't see any reason for doing so um...well unless every child in that class deserved a detention you know, they all at once threw something at each other, its... it serves no purpose because...um...what are you doing it for? You are doing it for*

*yourself...um...its, you know...yes, there are occasions when you have to give a detention, I don't think they are particularly worthwhile, they don't achieve very much to give a whole class a detention, you just screwed up any working relationship you have had with those 60% of the class who generally behave themselves who've suddenly been hit with a detention.*

(Nick, Interview 1).

Just from the questionnaire responses of the case study participants and their subsequent comments in the interview phase, it was clear that when faced with the same situation their interpretations and resulting response would be different. This fact is significant in the context of earlier chapters that suggest that the case study participants learned from observing and talking to others without very much reference to outside sources. In their response to the whole class sanction scenario, some of the case study participants were willing to accept an approach that both the Elton Report (DES 1989a) and more recent government guidance on school discipline policies (DCSF 2009) suggest should not be used. The responses in relation to this strategy were not surprising and reflected the range I typically get when discussing this particular strategy in training sessions with teachers. The generic question raised is how individuals make decisions regarding the strategies and approaches they observe, are told about, read about in books or online or, indeed, concoct intuitively themselves. In the case of this strategy, some case study participants seemed to reject it based on values and beliefs related to fairness and the importance of protecting the teacher-pupil relationship whereas others, with varying degrees of reservation, were prepared to accept it as a possible strategy.

The third video extract used during the second interview video exercise was the most revealing aspect of the research in terms of the possible influence of an individual's underlying beliefs and values. Perhaps the biggest surprise was Tom's response and it demonstrated the complexities involved in trying to work out what factors might be influencing an individual's appraisals of practice they observe or predict the learning they would take from observations. As outlined already in this chapter, Tom had appeared keen in the first interview to present himself as a no nonsense, disciplinarian and

his doubt regarding his school's work on emotional literacy was also evident. However when confronted with the portrayal of the isolation room in the third video extract his reaction seemed totally out of character with the image I had built up of him:

*Well, I'm all for discipline, but the isolation room seems to be a bit badly managed. I mean yeah, you can put them in an isolation room and presumably there are staff in there with them, but it's not going to help their mood. It does keep them out of the way, which is a good thing for the rest of the class, but there did seem - not draconian, because I'm all for it, but the work didn't seem particularly well-focused - they didn't have the chance to be getting on with something that was valuable. It seemed to be a bit archaic in terms of - almost like writing lines. And I've got the feeling it goes on for quite a while, whereas I'd say one lesson maximum of that, and then maybe some personal intervention, or they should be somewhere else - certainly not running riot, but it just seemed a little bit harsh, even for me. And I'm known as being very strict.*

(Tom, Interview 2)

As he talks in this comment he seems to be actively considering where he stands on this based on his beliefs – almost as though, like me, he is expecting that he should like the practice depicted – before finally concluding ‘*it just seemed a little bit harsh, even for me. And I'm known as being very strict*’. After he had covered a number of concerns I shared with him my surprise at this strong reaction to it and asked him to comment:

*It surprises...it surprises myself...I'm quite happy to haul kids out of classrooms - I will help the teachers next door. We've got some more timid teachers, more timid teachers than me; I'll remove kids and take them to the head of year, I'll put them in pitstop, I'll put them in - not isolation, but they go into a separate classroom, I'll supervise them doing work... But I think I'd feel uncomfortable putting them in a grey room, which is almost a caged environment. I'd feel like I'm not doing them any favours. And I feel very uncomfortable talking to a parent... if a parent said to me, 'Why is my kid in isolation?' I'd have to look at*



*them and go, 'I probably wouldn't choose the isolation room myself either, but we have to do something with them'. Well, if we have to do something with them, we can do something better than that.*

(Tom, Interview 2)

Commenting on how he came to judgement about the appropriateness of the strategy Tom suggested *'It's just gut. And being a father'*. He expanded on this:

*I wouldn't want my kid to be in there. I was always a fan of national service and corporal punishment, and I think there should be a bit of that still left today, but a clip round the ear is a little bit more honest than sticking them in a box. And I'd want to see something positive going on in that room, a positive environment where they can at least learn - maybe by example - that there are other people working there, and that they just have to sit away from their friends, but in an environment with other people working. If you're American, the common vernacular would be 'If the jock does something wrong, you sit him in a room with the nerds.' [laughter] And he hasn't got any friends to talk to, but he sees all the nerds working and maybe he's forced to do some himself. But not the box - makes me feel uncomfortable.*

(Tom, Interview 2).

His responses revealed a very different side to the teacher who had explained in the first interview that he did not want to be told *'all the namby pamby stuff that we're dealing with tiny adults I don't care what problems they've got, they've got to learn'*. My impression was that the judgements he made about the practice in the video extract were based on personal feelings. Whilst I would agree with a number of his objections, the school featured has attracted considerable positive attention and the system has been adopted by many other schools (see Chapter 4 pg 92). It was also the system in operation in Kirsty's school when she took part in the first and second interviews. She was comfortable with the system and defended it against my suggestion that a possible criticism is that the public display of children's names on the board might engender a feeling of shame or embarrassment:

*No, I'm fine with it [laughter]. But they know the consequences: if they behave in a particular way, then they'll have the detention and their name will be displayed for all to see. But to be fair, how much do the other pupils care whether their names displayed? I think they'd care more that their learning had been disrupted in some cases. So they'd rather that they had that consequence.*

(Kirsty, Interview 2)

Kirsty also resisted the suggestion that very structured approaches such as the one depicted risked turning teachers into automatons (Watkins and Wagner 2000), who simply impose specified consequences rather than necessarily engaging with the pupil to try to resolve the problem:

*I have myself some flexibility with the C system with some of my classes. For example, with my Year 10, they are very low ability, and that will affect the way that I deal with them, because I think the learning would be more important. I still try to use the C system, but in a very different way, in a little bit more of a relaxed way - but having those same expectations. So if they're not listening the first time, I will give them extra chances, and then move onto the C system. And I use it in the same way for others in that class.*

(Kirsty, Interview 2)

As she acknowledged later '*if I objected to this system, then having to live with that would be very difficult*'. By the third interview the school had changed its policy, but Kirsty did not seem unduly concerned as it seemed this had coincided with developments in her own thinking. She was able to reflect on some of the limitations of the system,

*With the old system - C1, C2 - I judged them all by the same set of standards, and it wasn't realistic. My expectations of everyone were the same and unfortunately that's...while there's a basic set of standards and requirements within a classroom that I need, I've got to allow for different personalities.*

(Kirsty, Interview 3)

A question that cannot be answered is whether she would have reached this point in her understanding if the school had not changed the system.

Mark liked the look of the system depicted in the video extract, focusing in on the deterrent effect he believed it would have,

*I actually quite liked that approach. There's definitely a lot of kids who would detest isolation with a passion and definitely wouldn't want to go there, so I kind of like that final solution to that. But what I'm not so keen on... I think that four chances is perhaps too many for what seems to be a serious consequence for me. But I think something with a serious consequence at the end is definitely the way forward.*

(Mark, Interview 2)

Inherent in his comment is the implicit theory based on behaviourist principles that the threat or experience of an aversive consequence will reduce unwanted behaviour (see Chapter 4 pg 98). It reveals a belief about how children learn to behave.

Whilst Tom's prediction of his own feelings as a parent if his child had been put in the isolation room influenced his rejection of it as an approach, Mark took a different view:

*My major reservation would be about how parents might react to something like isolation. I can imagine plenty of parents wouldn't be too happy about their children coming to school and having to sit in an isolated tiny little booth all day, only allowed a sandwich for lunch. To me, that's perfectly acceptable, but I'm sure some parents would take offence to the fact that their child has been treated in such a way.*

(Mark, Interview 2).

Justin assumed the practice depicted in the video extract to be commonplace and it was a system he had encountered in his placement schools and the school that he taught in as a newly qualified teacher. He was generally positive about it, stating:

*The policy of an isolation room - each school has a different name for it although essentially it's the same thing - only works if it's a whole-school approach, and everybody's singing the same song and it's implemented throughout the school. So if it is a whole-school approach, and it's clear in each classroom, then it works very well. If it's not, then it doesn't.*

(Justin, Interview 2)

He felt the version that operated in his school was effective, with his reservation relating to the administrative responsibilities it placed on the teacher. He did however express some concerns about how it impacted on individuals, noting that the child in the extract:

*...was being pushed into that classification of the offender and the miscreant, and put in isolation. And that inevitably might ultimately lead to her then going on to the next stage, which would be exclusion, and then possibly after that going into social care and then going into unemployment, et cetera., et cetera., et cetera. So it's not a healthy route - I think there does need to be an awareness in schools of other approaches to teaching models, and that certain personality types might benefit from a different classroom dynamic - a different size of class.*

(Justin, Interview 2).

Nick had experience of a similar system to the one depicted in the video in the school he taught in for his first year as a newly qualified teacher. His reservations were largely on the grounds of effectiveness in changing individuals' behaviour:

*Well, certainly last year at the <name of school>, they had isolation - seclusion, I think it was called. Here now, they have the same, but... it's interesting, because they were looking at it as a way of controlling behaviour. Which it absolutely doesn't do. And they evidenced it themselves there because Kelly is a frequent visitor. It was just like the cane in the past - it would be the same kids, with the headmaster beating them every week and going 'I know this cane works!'*

He articulated a personal theory of the dynamics of a class and acknowledged a potentially useful deterrent effect:

*My theory on it is that by having those systems... if you didn't have them, the top 5% of poorly behaved students would still do exactly the same. But without it, the next 10-20% will say 'actually, I can get away with bad behaviour and nothing will result from it!'*

(Nick, Interview 2)

Consistent with his views from the first interview regarding behaviour issues being related to '*poor lessons and poor planning*', Nick focused heavily on the reasons the teacher in the video gave for misbehaviour in his lessons:

*The teacher who was being interviewed...the music teacher... listed all the reasons why bad behaviour exists, and none of them were a result of the student in totality. It was poor lessons, it was not seeing the point of it, it was boredom. He said, 'Well probably most of the bad behaviour in my lessons comes from the fact that I haven't bothered to plan the lessons.' I exaggerate his words somewhat, but that was the insinuation.*

(Nick, Interview 2)

The primary video extract used with Heather and Sarah showed the use of an assertive discipline system (Canter and Canter 1992) and also prompted different reactions. Sarah focused on the issue of reliance on extrinsic reward depicted in the extract:

*I like the idea that verbal praise is valuable in itself. The child likes to hear, 'Well done, you're doing the right thing', or 'Well done, you've done whatever it is I asked you to do'. But if they then stop valuing verbal praise unless it's been translated into a tick on the board, then that worries me a bit. I want them to know that verbal praise is a good thing in itself. Because to me that's one step towards giving a child a sweet every time you praise them, and then it's an extrinsic reward. And I want them to be motivated by the intrinsic value of doing*

*something well. A tick is just a tick, but it's still one step towards a sweet, isn't it? That's how I feel.*

(Sarah, Interview 2)

The publicness of the names on the board was also a concern for Sarah:

*I didn't like the publicness of the negative, of the 'naughty children list', because being told that you've done something wrong and that you've got something to improve on should normally be something that you're told quietly and then think of quietly, and shouldn't become a public humiliation. OK, so they're tiny things like someone talking when they shouldn't be, but there's still a publicness to that telling off by having a list of names.*

(Sarah, Interview 2)

In this comment Sarah revealed a personal perspective on how sanctions should be imposed. The comparison with Kirsty's comments on the secondary system noted earlier is interesting in highlighting their differences in opinion on the public nature of the recording of names on the board.

The discussion of the video clip prompted a lot of reflection from Sarah. Whilst not quite the level of surprise I felt at Tom's reaction, for me this was an interesting turn of events. She had said in the previous interview '*I almost want to be given a list, I want to be spoon fed really if I'm honest*' (Sarah, Interview 1) and rejected a number of books on the basis they were too theoretical, and yet I have encountered very few teachers, even experienced ones, who have questioned the meaning held by the 'happy' and 'sad' faces in the way that she does in the extract below:

*And I'm not sure if I like the idea of calling it the 'happy side' and the 'sad side', because those are the wrong words - it's 'good behaviour' and 'not-so-good behaviour'. Maybe they explain it as the happy side is those things that make the teacher happy, so that's why I've got a smiley face, and the sad side are the things you're doing that are making me or the other children sad, but it's nothing to do with that*

*child being happy or sad. I think that they're using almost the wrong emotion - they're shying away from saying 'This is good behaviour and this is not good behaviour'. And I can see why they're shying away from those words, because they don't want to label anyone as naughty or maybe it's a bit too much to label the behaviour as naughty, but the truth is, that is what we're talking about - 'not good behaviour' and 'good behaviour'. We're not talking about being happy and sad at all. To me from a PSHE point of view, or a getting them to understand emotions point of view, that's not helpful.*

(Sarah, Interview 2)

This formed part of a more extensive consideration of the issues associated with extrinsic rewards and the potential conflict between the simplistic emotions displayed through the happy and sad faces and developing an understanding in children of a range of human emotions.

In contrast to Sarah's response, Heather was positive about the assertive discipline approach depicted and her initial reservations were primarily of a practical nature. She summarised the strengths:

*The key strengths would be that it's very visual for the children in terms of the fact that they can see their ticks on the board. They can see the star hanging around their neck, they get the certificate. And that it's quite simple for the teacher in the sense that they only have to put ticks and names up on the board, although I could imagine that moving around the classroom constantly back and forth would be quite frustrating. But the consistency going up through the school - they're going to have the same thing every single year, and I think that often in a school... teachers, certainly in this school, do different things for rewarding their pupils, and every single year, the children need to get their head around the different behaviour management strategies of that teacher. And I think that could be difficult for both the teacher and the pupils. So in that sense, I think it's quite a positive idea, actually.*

(Heather, Interview 2)

Olsen and Cooper (2001) suggest that teachers may adopt strategies either on the basis of ideology, common sense, or school-based experience, but rarely on evaluated effectiveness. The comments from some of the case study participants suggested they were bringing something other than evaluated effectiveness to bear in judging the practice they observed in the third video extract. Personal beliefs and values appear to be a factor and might explain why, confronted with the same practice, teachers who have experienced the same PGCE course have different reactions. Perhaps this should not be surprising, but there are implications if, as Chapter 7 suggests, there is limited engagement with influences outside of the school in which the new teacher is teaching.

## **9.6 Summary Discussion**

The Teacher Standards are able to broadly define the competences to be demonstrated in order to acquire qualified teacher status (DfE 2011c) and government guidance has supplemented this, describing in more detail *‘the knowledge, skills and understanding that trainees will need in order to be able to manage their pupils’ behaviour’* (TA 2012a: 1). However, from the data gathered from the case study participants and discussed in this and other chapters, the mediating role of the individual within the process of developing knowledge, skills and understanding needed to manage behaviour cannot be ignored. The assumption cannot be made that statutory and regulatory frameworks ensure uniformity at the level of how the individual experiences and interprets the learning opportunities during their training and subsequently when in post as a qualified teacher. The individual within the process of developing knowledge, skills and understanding in relation to behaviour management is arguably the least controllable variable. Trainee teachers will bring with them to their initial teacher training individualised life-histories and come from very different backgrounds, which will result in them having varied preconceptions, concerns and perceptions in relation to their roles as teachers (Darling-Hammond et al 2005, Hammerness et al 2005, Hobson *et al* 2009).

As Chapter 7 indicated, school based experience, primarily in the form of observing and talking to colleagues, is viewed as a valuable source of learning. The degree to which the individual is prompted to question their



assumptions or consider an alternative perspective may be dependent on the school context in terms of the breadth of experience it offers and the opportunities to interact with colleagues who are willing and able to be a mediating influence on the learning the individual takes from any situation. The latter point is of particular importance, as without this the new teacher remains reliant only on themselves in making their interpretation. This is a particular concern if, as Chapter 7 suggests, engagement with literature and other sources is relatively limited. A question that arises is how much opportunity new teachers get to engage in discussion that moves beyond *what* to do and into consideration of the assumptions behind any approach, their own perspective on it and any alternative perspectives.

The general level of priority attached to behaviour, confidence and the degree of anxiety it provokes are also factors that may affect receptivity to new ideas and the perceived usefulness of any input provided. Sarah's case provides an example. She had a clear view of what she needed from the PGCE course related to behaviour and this desire for specific techniques seemed to be coupled with a need to achieve a degree of control and predictability. This might explain why she was willing to acknowledge that through curriculum studies she acquired '*lots and lots of the ideas*' that meant she did have '*a range of techniques that could control behaviour indirectly by engaging the children*' but still spoke critically of the preparation the university based elements of the PGCE course provided and felt the lack of direct coverage of behaviour management techniques represented an omission.

Mark's difficulties with behaviour raised the question of whether, when problems are encountered with behaviour, they relate to the individual, the context in which they are teaching, or an interaction between the two. His account of the problems caused by timetabling arrangements, the operation of the school's behaviour policy and the availability of support suggest that there were contextual factors that contributed to the difficulties experienced, but it is also possible that Mark was perhaps more inclined to succumb to these problems than some of his peers. From the first interview, he seemed to demonstrate a relatively low level of self efficacy, attributing his boost in confidence between the first and second questionnaire to being in the environment where the behaviour '*was a lot better*' and '*they didn't really have*

*any behaviour issues*' rather than to any actions on his part. As he talked at a number of points in the interviews, there was a sense in which he viewed both the problem and possible solutions as being in the hands of others. Though it is important not to read too much into his comments in the absence of any direct observation of his practice or awareness of how the other case study participants might have reacted if placed in a similar context, there was a difference in the way Mark talked about behaviour compared to the others interviewed.

Mark's case also provided a degree of contrast with Nick's when considered in the context of the questionnaire data. Nick had presented a picture of declining confidence and it might have been assumed that he had been exposed to the realities of schools during the PGCE course and doubted his competence in this area. Mark, however, presented more positively, recording a nine for his confidence at the end of the course having started at five. When both case study participants provided their own narrative on their ratings it was clear that Mark's was a very fragile level of confidence based on experiences in a specific context, whereas Nick's was based on predictions of the challenges in the school in which he would be teaching. The comparison highlighted the risks of using survey data as an indication of how confident an individual is likely to be as a teacher.



## **Chapter 10 Discussion, implications and conclusion**

### **10.0 Introduction**

This thesis has explored the development of the thinking and practice of beginning and early career teachers in relation to pupil behaviour through the examination of questionnaire data from two surveys conducted with a group of PGCE students and case study data gathered through a sequence of interviews with seven teachers from this group during their first three years as qualified teachers. It also drew on literature to critically examine the established discourse of pupil behaviour as a problem in schools, the management of behaviour as a concern for beginning teachers and the preparation provided by Initial Teacher Training in this area as insufficient. A key premise was that those beginning teachers involved in this research were unavoidably exposed to this discourse and it therefore had a role in shaping their expectations of teaching and their interpretation of their experiences. Chapters 6 – 9 presented and discussed data gathered in relation to the research questions posed (Chapter 1, pg 21) and each ended with a summary discussion, drawing together the key themes and providing initial comment on emerging issues. This final chapter begins by drawing together and summarising the key findings and emerging issues. The possible implications for initial training and early professional development of beginning teachers are then explored. Finally a recommendation is made that the development of the thinking and practice of beginning and early career teachers in relation to pupil behaviour is reconceptualised as an interaction between the knowledge and skills base, the individual and the context.

### **10.1 Key findings and emerging issues**

As detailed below, each of the four preceding chapters addressed particular research questions initially posed (Chapter 1, pg 21).

- Chapters 6 and 7: What is the contribution of the university based elements of the full time PGCE course to the development of thinking and practice?

- Chapters 6 and 7: What is the contribution of the school based elements of the full time PGCE course to the development of thinking and practice?
- Chapter 7: How does professional learning continue once in post as a qualified teacher?
- Chapter 8: How influential is school context to the development of thinking and practice?
- Chapter 9: What is the mediating role of the individual in the development of thinking and practice?

The key findings were:

- The preparation offered by the PGCE course *as a whole* was generally viewed positively by questionnaire respondents and case study participants.
- Limited value was attached to the university based elements of the PGCE course by case study participants and many of the questionnaire respondents.
- Considerable value was attached to school based elements of the PGCE course by case study participants and many of the questionnaire respondents.
- Case study participants attached considerable value to school based learning once in post as qualified teachers.
- The main sources of learning once in post were talking to colleagues, observing others' practice and reflecting on their own practice.
- Case study participants accessed very few sources of learning from outside the school in which they were employed.

- Case study participants favoured sources of learning they viewed as practically relevant, but attached less value to those considered to represent theory.
- Case study participants demonstrated the capacity to reflect on practice during the sequence of interviews.
- Schools in which the case study participants were employed varied in the behaviour encountered, the nature and operation of the behaviour policy and the support available to new teachers.
- Case study participants demonstrated differing preconceptions, priorities, concerns and perceptions in relation to their training, subsequent professional development, the managing of pupil behaviour and the role of the teacher as a manager of behaviour.

As stated in Chapter 5, the intention in conducting this research was not to generalise to the wider population but to provide some insight into the development of the thinking and practice of beginning and early career teachers in relation to pupil behaviour through exploring in some depth the experiences of a small set of individuals. Without claiming them to be generalisable, from chapters 6-9 and the resulting findings it is possible to identify a range of emerging issues that it would seem important for the key stakeholders in initial teacher training to pursue. These are:

- The challenge to the assumption that new teachers feel underprepared.
- The negativity expressed towards the university based elements of initial training.
- The risk of parochialism in the development of beginning teachers' practice.
- Beginning teachers' uneasy relationship with theory.
- The role of reflection and reflective practice.
- The influence of self, content and context on teachers' perceptions of preparedness.

Each of these issues is discussed in turn prior to consideration of a need to reconceptualise the development of the thinking and practice of beginning and early career teachers in relation to pupil behaviour as an interaction between a knowledge base for behaviour, referred to as the content dimension, the individual and the context.

#### **10.1.1 The challenge to assumptions that new teachers feel underprepared**

The questionnaire data largely reflected responses in the annual NQT survey (e.g. TA 2012b) in which the majority of respondents felt their training was good or very good and in excess of 95% considered it to be satisfactory or better. Approximately three quarters of respondents indicated that they agreed or strongly agreed with the statements that *My course (university and school based elements) has provided me with a knowledge and understanding of a range of behaviour management strategies* and *My course (university and school based elements) has prepared me to establish a clear framework for classroom discipline with which to manage learners' behaviour constructively*. In response to the statement *I am confident in my ability to select and evaluate appropriate behaviour management strategies* 85.4% agreed or strongly agreed. There was the same positive response to the statement *Overall I am confident that I know a sufficient range of strategies for managing behaviour during my first year as a qualified teacher* with 86.6% agreeing or strongly agreeing. The implication is that whatever the relative value attributed to the individual components, the PGCE course as a total experience was successful in the majority of cases in producing teachers who entered their NQT year feeling sufficiently well equipped.

The questionnaire data would also seem to contradict the suggestion that a major fear for trainee teachers is that they will not be able to manage behaviour (DfE 2012a). Collectively, the reported confidence of the questionnaire respondents was relatively high both in terms of the general ability to establish and maintain a good standard of behaviour in the classroom and in relation to specific named behaviours. Whilst confidence ratings were lower for more extreme behaviours such as physical aggression, there was also a recognition by the majority of respondents that these would occur

infrequently. Their prediction of the frequency of certain behaviours reflected the established message that *'Incidents of serious misbehaviour, and especially acts of extreme violence, remain exceptionally rare and are carried out by a very small proportion of pupils'* (DfES 2005b: 5).

The impression from the questionnaire data was of a PGCE course that was essentially effective in producing newly qualified teachers who felt confident and sufficiently well prepared in relation to pupil behaviour, despite being less convinced about the contribution of the university based elements as part of this preparation. The case study data did little to change this impression. Though all case study participants articulated at least some degree of dissatisfaction regarding the coverage of behaviour during the university based elements of the course, none of them expressed views or presented in a way that suggested they had entered their first post as qualified teachers feeling significantly underprepared. Only Mark explicitly talked of the problems he was experiencing in relation to pupil behaviour and he attributed this primarily to school based organisational factors rather than his own ability to manage behaviour or weaknesses in his training.

The question might reasonably be whether, in the institution featured in this study at least, there was any real problem in how beginning teachers are prepared in relation to pupil behaviour. The issues that emerged were not those that might be anticipated from the popular discourse of pupil behaviour as a problem in schools, the management of behaviour as a concern for beginning teachers and the preparation provided by Initial Teacher Training in this area as insufficient. Instead, the emerging issues relate to whether the *process* of learning portrayed through the data gathered from the case study participants reflects an acceptable, adequate model for preparing 21<sup>st</sup> century teachers.

#### **10.1.2 The negativity expressed towards the university based elements of initial training**

Within the data gathered through this research, views were relatively negative regarding the contribution of the university based elements of the PGCE course, whereas there were strong positive views expressed regarding the contribution of the school based elements. This difference was evident from



the questionnaire data. Of the 171 respondents, 91.8% either agreed or strongly agreed that school based experience had made a significant contribution to their knowledge, skills and understanding in relation to managing behaviour. This compared with only 48.5% agreeing or strongly agreeing that the university based elements (e.g. lectures, tutor, groups, assignments) had made a significant contribution to their knowledge, skills and understanding in relation to managing behaviour. This was a view reinforced by the data gathered from the case study interviews. All attested to the value of learning whilst on placement. However this richer data revealed a range of perspectives on the contribution of the university-based elements of their training. Some participants took a pragmatic stance, suggesting that it would be difficult for the PGCE course to offer preparation that could take account of different school contexts or provide a substitute for direct experience. Others were directly critical of a lack of coverage or of a focus that they perceived to be unhelpful or unnecessary as a form of preparation. Collectively, the seven case study participants broadly conformed to the view presented in some government documents (e.g. DfE 2010a, DfE 2012a) of a lack of coverage in relation to behaviour during initial teacher education.

It would be difficult to imagine first-hand experience not exerting a powerful influence over professional learning or being highly valued as a source of learning. The key issue is that, alongside valuing the distinctive learning opportunity school based experience provided, there did not seem to be a corresponding value attached to the university based elements for a complementary contribution that enhanced this practice-based learning. The nature of this study means that it is perceptions of the university contribution that are captured; it is not possible to determine whether any of those responding to the questionnaires or taking part in interviews underestimated the distinctive but complementary contribution of university based elements of their training. The key point is that, when asked about the relative contribution of school based and university based elements of their PGCE course, they conformed to and reinforced a view that learning about behaviour inevitably and necessarily takes place in school. At a broader level, the implication is that as trainees they have somehow been inducted into a particular view of how to learn about pupil behaviour that might not only guide their own approach to professional development in this area but

influence the messages they give when mentoring trainees and newly qualified teachers in the future.

A question that arises from the views expressed within the data gathered is how a university, whether delivering initial teacher training programmes or providing the training required for School Direct (NCTL 2014a), can ensure it not only fulfils a distinct and complementary role but ensures that this is recognised and valued by trainees. This distinctive and complementary role may be in developing the critical thinking that allows the new teacher to make informed judgements about which practices they should emulate and what advice they should take on board.

### **10.1.3 The risk of parochialism in the development of beginning teachers' practice**

If, as the questionnaire responses suggest and the case study participants confirmed, school based experience during the PGCE course makes the greatest contribution to the development of their knowledge, skills and understanding related to managing behaviour then the school context becomes an important factor in this learning. The range of classroom based experiences the trainee encounters in their placement schools will determine the breadth of their learning in relation to behaviour. Even in one school, learning is serendipitous to an extent. A number of the case study participants recounted learning opportunities provided by the behaviour of specific groups or individuals or the advice or practice of a particular member of staff. More important is the variation between schools in terms of the types of behaviour encountered and the underlying causes, the formal behaviour policy in place and the general approach to the management of behaviour. It seemed that the university had provided contrasting schools as some of the case study participants reported being placed in a grammar school and then in a wide ability school, but even within one broad type of school there is likely to be considerable variability. This is arguably an unavoidable characteristic of training, though if, as the data suggests, the contribution of the university-based elements to the development of thinking and practice was limited, there is a question over how the trainees were supported to generalise transferable good practice techniques and principles from specific experiences in one context.

The interview data suggested that once in post as qualified teachers the participants' professional learning continued to be based on personal experience within the classroom, formal and informal advice from colleagues and formal and informal opportunities to observe others' practice. There was very little evidence of accessing professional development opportunities outside of their own school in the form of visits to other schools, input from visiting speakers or external training events. The implication is that a teacher's experience can become very insular, with their professional development constrained by the quality and range of practice in a particular school. It is important to recognise, however, that, as individuals, the case study participants did not construct this as a problem and in some cases had rationalised this as the better approach to professional learning due to, for example, those colleagues offering advice knowing the school and pupils. From their perspective this served an important purpose, as learning what works in their particular school was perceived as more important than learning what works in schools in general. This reliance on the formal and informal learning opportunities within the school positions the school context as a key factor influencing the beginning teacher's professional learning in relation to behaviour.

#### **10.1.4 Beginning teachers' uneasy relationship with theory**

The concern regarding the potentially parochial nature of beginning teachers' learning about behaviour was reinforced further by the case study participants' uneasy relationship with theory. The questionnaire data had already indicated that there was only limited engagement with literature in relation to behaviour during training, but, in the comments from the case study participants, the implication was that the lack of priority attached to this source of learning reflected assumptions about forms of learning that were classified as 'theory' or 'theoretical'. Views on theory ranged from the overtly negative through to a feeling that, time permitting, it might be interesting to engage with, but was not a priority. Sarah, for example, was not against theory and acknowledged that it was interesting but struggled to see the direct relevance to practice. Heather also expressed some enjoyment of '*all of the theory*' and '*the way that we were philosophising about teaching and pedagogy and things*' (Heather, Interview 3) whilst following the PGCE course but considered that '*the reality is always very different from the theory*' (Heather,

Interview 1). Heather and Sarah seemed to represent a perspective based on theory as almost an optional extra; it could be interesting and enjoyable but was not a substitute, or even a directly relevant supplement, for practice based experience. Tom, however, was sharply critical of anything he deemed too theoretical or anyone he considered offered a theoretical perspective without the credibility of personal, ideally recent, experience in practice. A salient point is that the book identified by the majority of questionnaire respondents as one they had accessed during training was Cowley's (2003) *Getting the Buggers to Behave* which, in addition to the implied pragmatism of the title, is explicit in stating that it contains no theory.

In understanding the significance of the uneasy relationship with theory in the context of the previously expressed concern regarding parochialism, it is important to recognise that within this study, theory was interpreted broadly to include, for example, research reports, well referenced academic texts, books aimed at practitioners, national Ofsted reports, specialist and other websites and nationally or locally produced guidance materials. The implication is that access to many potentially useful alternative viewpoints and ideas may be voluntarily restricted by beginning teachers through an assumption that the best learning comes from practice and anything deemed to represent theory has little contribution to make.

#### **10.1.5 The role of reflection and reflective practice**

The interview process within this study provided the case study participants with the opportunity to reflect on their practice through discussion facilitated by an interviewer with knowledge of the field but no formal role in relation to judgements about their professional competence. For this group of teachers, like many teachers, this represented an unusual situation. In this context all of the case study participants presented as capable of reflecting on practice in a considered, insightful manner. As covered in Chapter 3, the reflective practitioner discourse has found some favour in higher education institutions offering courses in initial and continuing teacher education (Murray 2002, Moore 2004) as a means of '*ensuring that students were offered more than 'merely' practical training*' (Furlong 2001: 129). The ability to reflect as a practitioner may be offered as a counter to the concerns regarding the parochial nature of beginning and early career teachers' development and the

uneasy relationship with theory. This raises the questions of whether being a reflective practitioner is sufficient and what input is required for a practitioner at the start of their careers in order for them to be reflective.

In examining whether reflective practice, by itself, is a sufficient basis for professional learning it is important to understand its origins and underlying principles. In his seminal text *The Reflective Practitioner: How Professionals Think in Action*, Schon (1983) distinguished between reflection-in-action and reflection-on-action. Reflection-in-action reflected Schon's view that in order to cope with the complex, unpredictable and messy nature of practice, professionals have to be able to do more than follow set procedures. The case study participants I interviewed seemed to recognise the idea that an inevitable feature of teaching was the need to make multiple decisions in non-routine situations (Haggarty 2002). However, as Finlay (2008) points out, in acting both intuitively and creatively, there is a need for teachers to draw on practical experience *and* theory.

Reflection-on-action occurs after an activity has taken place and involves the teacher in thinking about their own actions and how the pupils responded, making judgements about effectiveness and considering whether any changes to their actions could have resulted in different outcomes. Chapters 8 and 9 illustrated respectively that many factors related to the individual and their experience to this point in schools may influence this reflection.

Based on research conducted with student teachers, Moore (2004) identified five 'sites' of reflective practice. These were:

- Thinking about practice 'on your feet'.
- Solitary 'in-the-head', retrospective reflections on lessons or events carried out some time after the lesson or event has occurred.
- Evaluations (usually written, usually carried out after individual lessons, confined to individual lessons and focusing on pupil and teacher performance).
- Intra-professional verbalised reflections carried out in the company of others in the same community of practice (for example, other teachers or beginning teachers, not necessarily working at the same school).

- Extra-professional verbalised reflections carried out in the company of selected support networks (for example, family, or friends working in other occupations).

The criticism that could be levelled at the reflective practitioner discourse is that a new teacher in particular, by virtue of their limited experiences, may bring very few reference points upon which to base their professional reflection. Dewey (1910), who is often cited as the originator of reflective practice (McGregor and Cartwright 2011), noted that reflection depended on *'a certain fund or store of experiences or facts from which suggestions proceed'* (Dewey 1910: 30). Viewed from this perspective, some of Moore's (2004) sites of reflection raise some issues in the context of the case study participants' reliance on learning within their own school and limited engagement with external perspectives. Thinking about practice 'on your feet' and solitary 'in-the-head' reflection are bounded by what the individual knows, understands and believes about behaviour. This will vary from individual to individual, based on experiences up to this point. When written evaluations are completed this is likely to be to fulfil a school or training provider requirement and may limit reflection to a consideration of practice only in relation to a list of standards/competences the teacher is required to meet. This may be at the expense of the teacher *'reflecting on the systems, histories and conditions within which they are practising'* (Moore 2004: 108). Intra-professional verbalised reflections carried out in the company of others in the same community of practice introduces a broader perspective, particularly when involving teachers from other schools. However, the quality and breadth of reflection is constrained by the range and nature of the teachers to whom an individual has access. Extra-professional verbalised reflections carried out in the company of selected support networks may fulfil a human need to offload. However pupil behaviour is one topic that tends to engender strong opinions in the general public in terms of cause, the perceived scale of the problem and possible solutions. Kirsty noted, for example, how some of her non teacher friends remarked *'oh, you're brave'* (Kirsty, Interview 3) when she told them she was a teacher. The teacher needs to be professionally discerning in what they take from the contribution of others in this situation.

The reflective practitioner discourse has a lot to offer as a means of strengthening approaches to the development of teachers' thinking and practice in relation to pupil behaviour. However, without some secure reference points, reflection may equate to little more than decision making based '*simply on personal hunches and preferences, tradition or ideology*' (Nevo and Slonim-Nevo 2011: 3).

#### **10.1.6 The influence of self, content and context on teachers' perceptions of preparedness**

Issues associated with teacher preparedness tend to be discussed in relation to data from relatively large surveys and focus on the quantity of input, respondents' judgements of quality and general perceptions of preparedness. The annual NQT survey would be an example of a focus on perceptions of quality, though arguably by phrasing the question as '*How good was your training in helping you to establish and maintain a good standard of behaviour in the classroom?*' (DfE 2013b: 3) it mixes an implied objective appraisal of quality ('how good') with a judgement regarding helpfulness to the individual in a specific context. The NFER (2012) Teacher Voice survey is focused on quality but is more direct, asking respondents to rate the behaviour training they received during their initial teacher training on a scale from very good to very poor. Though more direct, it is still questionable whether this can ever be an appraisal of quality made independent of the influence of the individual and the school context. A characteristic of large surveys is that they cannot, nor aim to, provide an insight into what any individual is taking into account when they make their selection in response to a particular question.

The questionnaires used within this thesis engaged in a similar form of activity, seeking to gain some insight into the feelings of preparedness of a relatively large group and perspectives on the contribution of training to this. Respondents to the questionnaires generally gave positive responses when asked whether their course as a whole provided them with a knowledge and understanding of a range of behaviour management strategies and prepared them to establish a clear framework for classroom discipline with which to manage learners' behaviour constructively. This reflects the national NQT survey in which consistently (e.g. TDA 2009, TA 2012b) well over 90% of primary and secondary respondents consider that their initial teacher training was satisfactory or better in helping them to establish and maintain a good

standard of the behaviour. Yet, it should also be recognised that the NFER (2012) survey presented a more negative view, with over two-fifths (41%) of respondents feeling the behaviour training they received during their initial teacher training had been 'poor' or 'very poor'. As previously noted (Chapter 3 pg 85), there is also the apparent anomaly in the NFER survey that, despite this broadly negative view on the quality of initial teacher education, 85% of respondents indicated that they felt well equipped to manage pupil behaviour (NFER 2012). The emerging issue is that an individual's sense of preparedness cannot be conceptualised as a fixed state that results from a particular set of experiences during training. Yet, attempts to improve teacher training in relation to behaviour are typically premised on the model of a direct connection between improved input and an increased sense of preparedness as an output.

It was evident from discussing with case study participants their confidence ratings for various questions within the questionnaires that any measure of an individual's sense of preparedness is, at best, a snapshot of a moment in time. Attempts to strengthen teacher training (e.g. TA 2012a) have focused on the content dimension, and the case study data would broadly support a view that a beginning teacher's sense of preparedness results in part from a feeling that they had a repertoire of responses available to them, gained through their school based experiences so far. Interestingly, it was only Sarah who articulated this directly as a need for some specific techniques and phrases she could use to manage behaviour. Others were less precise on identifying anything specific that would have improved their sense of preparedness.

The opportunity to engage in dialogue with the case study participants regarding their confidence ratings recorded in the two questionnaires illustrated that the school in which they took up their first appointments also determined whether their sense of preparedness, judged in the abstract in a questionnaire, translated into feeling prepared in a specific context. Viewing preparedness as responsive to context recognises that an individual may feel sufficiently well prepared for one school but not another. The behaviour policies encountered by the case study participants varied. In some cases the policies were quite prescriptive, defining class based stages as well as the



stages beyond this. Other case study participants were expected to take responsibility for defining the class based stages. There were also differences in how supportive the case study participants felt the behaviour policy in their school was. The schools also varied between schools. Some of the case study participants' schools also appeared more supportive generally than others.

As Chapter 9 demonstrated, individuals are not passive recipients of knowledge, skills and understanding related to behaviour and are responsive to the context in which they are teaching. This suggests that, in addition to the influence of content and context dimensions previously discussed, a teacher's sense of preparedness is influenced by factors related to them as an individual. In a sense, the individual is the least controllable variable in the learning process. Their personal agency within the process of developing knowledge, skills and understanding related to pupil behaviour cannot be ignored. The preconceptions, concerns and perceptions the individual brings are likely to influence the value and credence they attach to any input they receive and what they view as significant within any learning experience (Darling-Hammond *et al* 2005). Similarly individual characteristics and personality traits are likely to impact on how classroom events are experienced and interpreted and the resultant learning.

## **10.2 Moving forward professionally: reconceptualising teacher preparedness**

During the lifespan of this study, there has been '*a radical shift in the delivery landscape*' (DfE 2014b: np) in the wake of the publication of *Training the Next Generation of Outstanding Teachers* (DfE 2011). The most notable change is the rapid growth in school-led initial teacher training through the development of School Direct and School-Centered Initial Teacher Training (SCITT). In this changing policy context, the issues highlighted in this study regarding the parochial nature of development in relation to behaviour and a general antipathy towards anything construed as theoretical become increasingly relevant. The implication is that the development of a beginning teachers' thinking and practice in relation to behaviour is based upon very few reference points beyond those available in the school in which they are trained and their own individual dispositions, preconceptions, concerns and

perceptions. There is, therefore, a need to consider what it means to be prepared as teacher. A shift towards more school based training may allow a new teacher to feel very prepared in a particular context as they build their knowledge, skills and understanding about what works there. The comments from a number of case study participants suggested this high degree of immediate relevance might hold some appeal to beginning teachers. Whether such an approach encourages critical examination of practice in their setting rather than just acceptance and emulation is less certain. There is also a question of whether knowledge, skills and understanding based on 'what works here' are necessarily transferable to other settings.

Attempts to address perceived issues regarding the preparation of beginning teachers has tended to focus on the content dimension, typically defined as knowledge, skills and understanding. This area of teacher activity is frequently conceptualised as behaviour management (McNally *et al* 2005). The assumption has often been that specifying this content (e.g. TA 2012a) will secure the confidence and competence in relation to the management of behaviour sought by the trainees (Powell and Tod 2004) and produce a workforce sufficiently well equipped to deal with, or avoid, the discipline problems that reportedly (e.g. Ofsted 2014a) exist in schools. This study would suggest that whilst those interviewed did not identify that a deficit in their own knowledge base was a particular issue in their practice, the reliance on school based experiences to develop this knowledge could position context as an important factor that could help or hinder professional development. Greater clarity regarding the desirable knowledge base in relation to behaviour for those starting out in the profession may be helpful in achieving greater parity in their training experiences – particularly in light of the growth of school based routes to Qualified Teacher Status via School Direct or SCITTs. However, as this study has shown, focussing on the content dimension is unlikely to be sufficient in itself. An individual's sense of preparedness needs to be understood in terms of the interacting factors shown in Figure 10.2.1. Such a model encourages recognition that teachers' personal sense of preparedness does not result solely from the amount, or even the content of, input on behaviour. It is important for training providers, whether schools or higher education and institutions, and beginning teachers

themselves to take account of the interacting factors set out in figure 10.2.1 in the design of training.

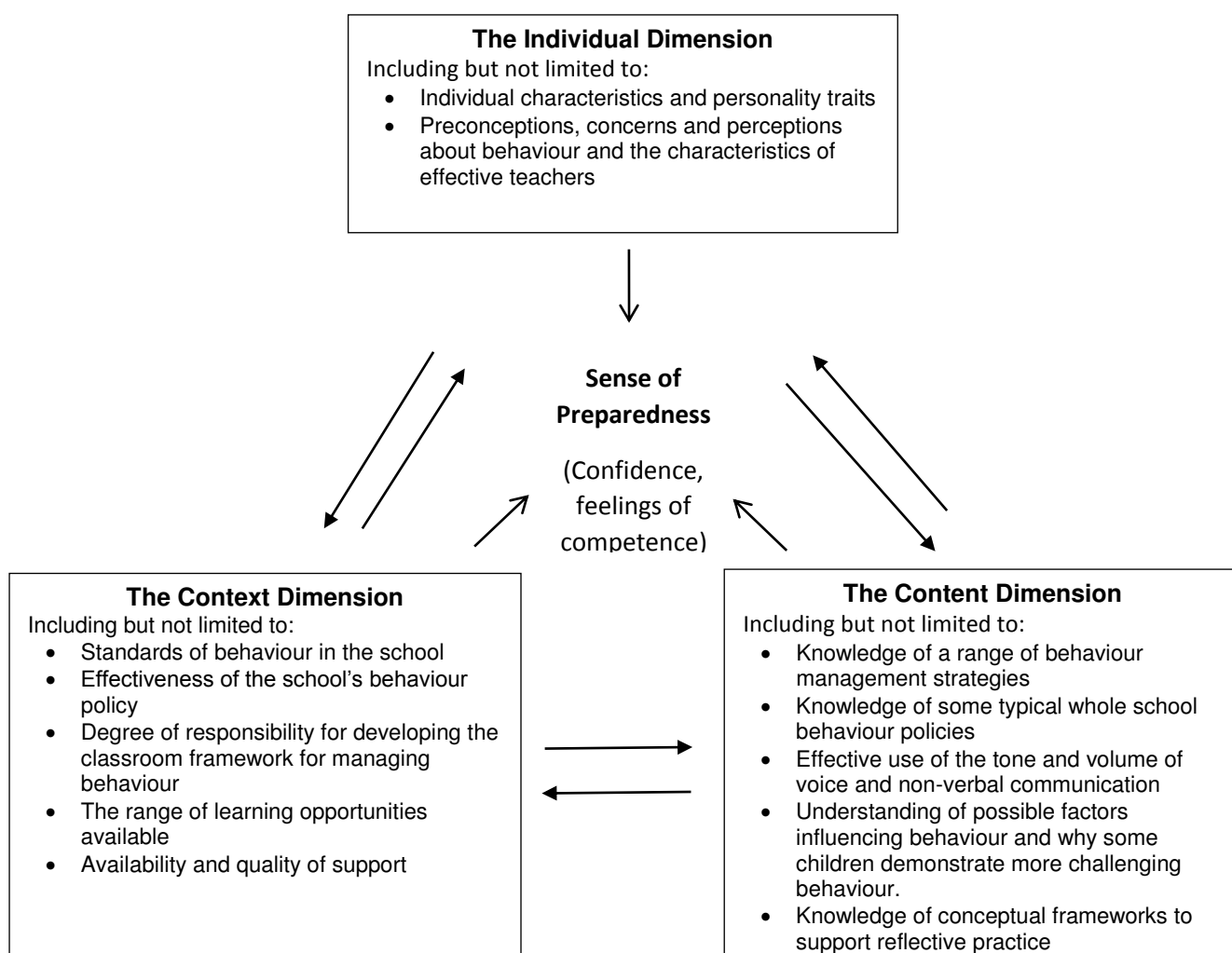


Figure 10.2.1 A conceptual framework to support understanding of teacher preparedness

### 10.2.1 Tackling the 'content' dimension

In acknowledging the interacting nature of the factors depicted in figure 10.2.1 it is necessary to recognise the role of content in contributing to individual feelings of preparedness. This was a point illustrated by Sarah's desire for discrete input on behaviour and a perceived need for specific phrases and techniques to use. As the earlier consideration of literature explored, a number of authors (Powell and Tod 2004, McNally *et al* 2005 and Ellis and Tod 2009) have offered a critical perspective on what they perceive to be an overemphasis on behaviour management by policy makers, the media and

teachers. However, as this research has indicated, though there was limited evidence of engagement with literature, amongst the questionnaire respondents and the case study participants the book that was mentioned most frequently was Cowley's (2003) *Getting the Buggers to Behave*. Its author is clear in her message that she aims to give '*advice on the behaviour management that is easy to understand and equally easy to apply*' (Cowley 2003: xiv) and has no qualms about engaging in discussion of '*the basics of behaviour management*' (Cowley 2003: 3). Though Sarah was the most explicit in identifying the need for direct input on behaviour management during the PGCE course, the case study participants perceived coverage of behaviour during the university based elements of the PGCE course to be limited. It is possible to be critical of an overemphasis on behaviour management but in adopting such a perspective it potentially establishes a mismatch with beginning teachers' perceived needs.

McNally *et al's* (2005) suggestion that behaviour management was at best a temporary conceptualisation of use to trainees carries a strong implication that a conceptualisation that is temporary is of limited value. Powell and Tod's (2004: 2) acknowledgement that '*skills in delivering a range of strategies are clearly a necessary part of an NQT's survival toolkit*' has a less negative connotation but there is still a sense in which potential temporary usefulness is recognised but attributed limited value. Powell and Tod (2004) argue that promoting learning and managing behaviour should not be viewed as separate areas of professional activity. Though in the case of Powell and Tod (2004) and McNally *et al* (2005) these are passing comments in a broader discussion regarding the limitations of focus on behaviour management, they may point towards an important area for consideration in the preparation of teachers. From both authors the implication is that a focus on a discrete set of teacher skills known as behaviour management, typically construed as an awareness of strategies to use in response to misbehaviour, might have some utility in the early stages of a teacher's career. In many ways this links to how we often learn to tackle other complex tasks that ultimately involve multiple skills being used in an integrated and sometimes simultaneous manner. There may be value in looking more closely at an area of activity conceptualised as behaviour management at this early stage of a teacher's development. The risk is that this initial focus on

behaviour management as a means of building an understanding of good practice principles and a repertoire of core generic behaviour management strategies based upon these inadvertently reinforces the view that promoting learning and managing behaviour are separate issues (McNally *et al* 2005). This concern needs to be weighed against the fact that the teachers within this research were largely learning about strategies for managing behaviour from their experiences while teaching and through informal and informal opportunities to observe and talk with colleagues. Though some of the case study participants referred to the quality of the school based mentor and the value of guidance from university tutors on school based issues, the learning that takes place may be largely unmediated. At least through the provision of input on some good practice principles and recognised strategies and approaches it would be possible to exert some influence over this learning process rather than leaving it to chance.

It is possible to consider a curriculum for behaviour management. Hart's (2010) research with 47 educational psychologists might provide a starting point. In this research Hart (2010) generated a broad range of strategies (see Appendix 2). The breadth challenges any assumption that behaviour management is '*solely concerned with establishing control over disruptive pupils*' (Powell and Tod 2004: 2) and encourages a focus on many aspects of classroom practice that might not typically be associated with the management of behaviour but establish the context and conditions for better behaviour. As previously noted, Bill Rogers has been prolific (e.g. Rogers 1990, 1997, 2006, 2011) in writing about techniques for managing behaviour, placing particular emphasis on teacher language. His work has also featured in various National Strategy documents (e.g. DfES 2003b, 2004a). In asking questions about strategies teachers used to manage behaviour the NFER (2012) survey also set out a list of generic strategies. Some of these strategies were outlined in the behaviour checklists published in October 2011 by the government's former expert adviser on behaviour, Charlie Taylor.

In my first interview with her, Heather remarked that the university was '*always very keen to say that it's not tips for teachers*' and this perhaps reveals an underlying concern for Higher Education Institutions in relation to the direct coverage of practical strategies and approaches to behaviour.

Cowley (2003: xiv) views *'lots of tips, advice, and examples to show how ideas I give really work in practice'* as a positive quality of her book. Heather's reporting of her experiences suggest that the phrase *'tips for teachers'* was used in a pejorative sense. There is a need to bridge the gap between the 'theory is useless' camp (McNally *et al* 2005: 180) and those who might be quick to view practical strategies and approaches to behaviour as little more than tips for teachers. McNally *et al* (2005) make some important points regarding the need for balance between the theoretical and the practical but unfortunately insist on referring to the latter as tips. Teachers need awareness of a range of techniques and approaches that are recognised as general good practice by the profession and a common professional language to talk about their practice in relation to behaviour. To categorise coverage of this as tips for teachers undermines its relevance.

In advocating consideration of a basic curriculum for behaviour management the intention is not to diminish the significance of the arguments presented by Powell and Tod (2004) and McNally *et al* (2005). Powell and Tod's (2004) view of skills in delivering a range of behaviour management strategies as necessary but not sufficient summarises the standpoint adopted. As previously discussed, it was evident from the research conducted that experience in school during placements and subsequently once in post as qualified teachers was the primary source of learning about behaviour. The associated risk, based on limited engagement with perspectives external to school in the form of INSET and access to literature, was of a very parochial experience. If, as seems inevitable, context is going to play a major role in professional learning then the longer term need may be the development of a secure framework for critically evaluating any practice tried, observed or advised. It is interesting that Sarah noted, when reflecting on a practice about which she had personal reservations, *'as a fellow teacher, I sort of trust her. She likes it, she's a teacher - it must be good! So I kind of feel that I want to believe her when she says that it works well'* (Sarah, Interview 2). There needs to be recognition that teachers will learn from practice and not all of the practice they encounter will be good. In addition to basic awareness of a range of recognised techniques and approaches that are based on accepted good practice principles, beginning teachers need the tools to make critical judgements about the practice they see in order to determine what is

appropriate to incorporate into their professional repertoires and emulate and what should be rejected.

Powell and Tod (2004) referred to the potential value of teachers being encouraged to apply theory and conceptual frameworks to the task of selecting and evaluating the use of strategies for behaviour management. The uneasy relationship with theory displayed by the case study participants may represent a barrier to the application of theory that needs to be overcome. There may be a need to examine how theory is conceptualised. In the context of case study participants relying heavily on practice as their source of learning, theory can, as already suggested in this thesis, reasonably and usefully be viewed as research reports, well referenced academic texts, books aimed at practitioners, national Ofsted reports, specialist and other websites and nationally or locally produced guidance materials, as well as broad theoretical perspectives on behaviour and learning such as behaviourism, social learning theory, social constructivist theory and humanism. More important than any formal dividing line that defines which of these deserve to fall under the umbrella term of *theory* is the common characteristic that they represent a perspective external to the teacher's own school. Sarah used the examples of Vygotsky and Piaget to illustrate (Interview 3) that these broad theories of learning did not serve her practice-based needs but she did acknowledge that she was starting to dip into some Bill Rogers texts. Though not strictly *theory*, it was engagement with an author that offered her a broader perspective than just her school through exposure to alternative viewpoints and ideas. If this broader conceptualisation of theory is accepted, the need arises to support beginning teachers to read critically and make informed judgements about the credibility of the source. For example, though the data suggests Cowley's (2003) text was widely read and does offer exposure to viewpoints and ideas external to the reader's school, the fact that it contains no references should raise questions about its credibility as a source and lead to caution in implementing strategies and approaches suggested without some further verification.

The use of conceptual frameworks suggested by Powell and Tod (2004) offers another way of encouraging the beginning teacher to think more critically when learning through their own practice, the observed practice of

others and formal and informal advice received. The behaviour for learning conceptual framework presented within Powell and Tod's (2004) systematic literature review is one example. Together with Tod, I have subsequently developed its practical application (Ellis and Tod 2009, Ellis and Tod 2015). In summary, the behaviour for learning conceptual framework provides the reference point for professional reflection-on-action and reflection-in-action (Schon 1983). Additionally, it is a framework that allows for professional reflection *prior* to action in the sense of providing the means by which to judge the appropriateness of any strategy, approach, intervention or course of action the teacher is considering incorporating into their practice. The behaviour for learning approach is premised on the view that the development of behaviours necessary for learning within the classroom are influenced by social, emotional and cognitive factors. Powell and Tod (2004), and subsequently Ellis and Tod (2009, 2015), refer to these factors respectively as relationship with others, relationship with self and relationship with the curriculum. Essentially, any strategy, approach, intervention or course of action should:

- Contribute to the development of positive learning behaviours
- Protect, enhance but never compromise the pupil's relationship with self
- Protect, enhance but never compromise the pupil's relationship with others
- Protect, enhance but never compromise the pupil's relationship with the curriculum

(Ellis and Tod 2009, 2015)

The framework allows a general level of reflection whereby the teacher considers how any strategy, approach, intervention or course of action is likely to be experienced by a typical pupil and the more specific level whereby the reflection is based on how a particular pupil might experience it. Its potential use also extends beyond this as it can be used in an explanatory role in order to understand factors influencing pupil behaviour and as a tool for developing, monitoring and evaluating strategies, approaches and interventions for particular individuals whose behaviour presents ongoing problems. Awareness of such a framework might have provided Tom or



Sarah, for example, with the means of formalising and legitimising their reservations regarding the school policy depicted in the third video extract.

### 10.2.2 Tackling the ‘individual’ dimension

Accepting that the individual has a mediating role in relation to their learning introduces a degree of unpredictability to learning about behaviour that poses a challenge for those who provide training in this area. The preconceptions, concerns and perceptions the individual brings are likely to influence the value and credence they attach to any input they receive and what they view as significant within any learning experience (Darling-Hammond *et al* 2005). Attempting to explore these preconceptions, concerns and perceptions directly may be helpful in enabling training providers to determine when and where to provide conceptual input and skill development (Hobson *et al* 2009) as well as contributing to the teacher’s self awareness. As Bransford *et al* (2005: 45) note there is no one right way to behave as a teacher:

*Some effective teachers are charismatic whereas others are more retiring. Some are emotional and some are reserved. Some have a stern demeanour whereas others are more nurturing. There are many different ways that successful professionals can vary and still be highly effective.*

Accepting there is scope for variation and pupils can adapt to different styles (Ellis and Tod 2015), there is still a question in relation to behaviour management of where the boundaries lie. As Spiel (1962: 40-41) commented many years ago,

*There is no doubt that by punishment a child can be forced to pay attention. But there is equally no doubt that at the same time, such a child is being accustomed to regard all human relations from the ‘superior-inferior’ angle, and thus being trained in a basic neurotic attitude. We cannot, therefore, be satisfied with the disappearance of mere symptoms.*

It is questionable, for example, whether Tom’s claim that ‘*I can make a kid cry with one shout*’ (Tom, Interview 3) is acceptable from a professional, yet, for

him, it seems to reinforce an identity based on being known for '*being very strict*' (Tom, Interview 2). His claim seems to go beyond the range allowable under the statement in national guidance that '*Trainees should have developed their own personal style for managing behaviour*' (TA 2012a: 1) or implied in Bransford *et al's* (2005) suggestion that some teachers may have a more stern demeanour than others yet still be effective. Yet, in criticising Tom for this claim it should also be recognised that individuals are complex and the video extract revealed, or possibly provoked, a different way of thinking. This suggests it is likely that individual factors are open to influence in response to new experiences and exposure to alternative viewpoints. Tom's case was an interesting example however, because it raised the question of when his apparent confidence in his own approaches was ever sufficiently shaken to lead him to question them. In acknowledging the influence of the individual, a key question may be whether beginning teachers are provided with the opportunity to reflect on what drives them to choose one approach rather than another or leads them to feel greater affinity towards a particular style of teaching that they observe.

The example of Mark (Chapter 9 pg 288) might also indicate a need to give greater consideration to psychological dimensions such as an individual's attributional style and their self efficacy. The suggestion is not that providers of teacher training should become psychologists, but that providing opportunities for beginning teachers to talk about their experiences may provide a useful insight into the causal attributions they are making. In the case of problematic behaviour, these may influence their beliefs about the types of strategies, approaches and interventions that might be necessary and where responsibility lies for implementing these. In addition, if a teacher is too ready to attribute externally, it may impact on their self efficacy by eroding their belief in their capacity to take actions that might lead to more positive outcomes. Awareness of these psychological dimensions could provide direction for supportive interventions with an individual who is struggling in relation to pupil behaviour.

### **10.2.3 Tackling the 'context' dimension**

As more training, whether provider-led or through the salaried and non-salaried School Direct routes, sees beginning teachers undertaking more of

their professional learning in schools, the individual school in which they are placed becomes an increasingly critical determinant within their professional development. Certain protective measures are in place. For example, a school is only eligible to become a Teaching School if it was judged to be outstanding in its most recent Ofsted inspection. There is also the requirement that the school has made '*a significant and high quality contribution to the training of teachers (ITT)*' (NCTL 2014b: 3). In terms of the School Direct route, schools are encouraged to work in partnerships led by outstanding schools (NCTL 2014c). Whilst the lead school cannot be a school in special measures, in some cases partner schools that are in special measures can still be involved in the delivery of ITT. Regulations specify that schools in special measures should only be used for School Direct (tuition fee) places '*if the lead school and the accredited provider are confident that the trainee will not be disadvantaged by the school experience*' (NCTL 2014b: 28). On the School Direct (salaried) route schools already in special measures are not permitted to employ trainees. HEI institutions and others providing provider-led routes to qualified teacher status are not specifically prevented from placing trainees in a school that has serious weaknesses or is in special measures. They are advised that it may still be possible for providers to use the school, '*especially if the improvements to be made do not affect the subject or age range in which the trainee is training*' (NCTL 2014c: 24). A degree of protection is provided once qualified as, when identifying a school as requiring special measures, Ofsted will indicate whether or not the school may appoint newly qualified teachers (Ofsted 2014b).

There are, therefore, some measures in place influencing in broad terms the context in which trainees and newly qualified teachers are placed. However, within these broad parameters there is scope for beginning teachers to encounter very different schools. This allows for considerable variability in a teacher's professional development as they complete their initial training and move to qualified teacher status. Accredited initial teacher training providers are only required to ensure '*that each trainee teacher has taught in at least two schools*' (NCTL 2014c: 25). On the PGCE full time course this provides scope for some diversity depending on the providers' approach to the identification of placements. Unless, like Tom in this research, the trainee goes on to teach as a qualified teacher in one of their placement schools, it

means that a newly qualified teacher has two different settings to draw upon when they enter their first year of practice. Though not extensive, it is very different to the School Direct route which is based on schools recruiting the trainees they want, with the trainees, once qualified, expected to go on to teach in their school, or another school in their partnership (NCTL 2014b). The question therefore is whether training is designed to equip a teacher to teach in a school or equipped to teach in schools generally.

The research undertaken for this study suggests that, even before the increased emphasis on employment based routes to QTS through School Direct, beginning teachers focus on the school context as their source of learning and develop a justification for this based on the apparent individuality of that context, expressed through comments such as *'every group is different, every school is different, and every school has their own behaviour policy'* (Mark, Interview 3) or Kirsty's suggestion that she asked colleagues for guidance *'as they know the pupils, and they know the background to the pupils and they've perhaps tried various things themselves'* (Kirsty, Interview 1).

There are differences between schools and given that beginning teachers can only be exposed to a limited number of settings there will inevitably be differences in the early experiences from which they can learn. The key to tackling the context dimension lies with the content and individual dimensions. As already discussed, the beginning teacher needs to be provided with the means of mediating their experiences in context. This requires awareness of a range of techniques and approaches that are recognised by the profession, as opposed to just the individual school, as general good practice, and exposure to conceptual frameworks for behaviour that can be used to identify, select and evaluate strategies and approaches related to pupil behaviour. In addition, the individual needs to be encouraged in a meta level of reflection where they think about their own thinking and explicitly recognise preconceptions, concerns and perceptions (Hobson *et al* 2009) that are likely to influence their interpretation and subsequent learning from experiences in context.

### **10.3 Conclusion and areas for future research**

This study has sought to contribute to an understanding that a teacher's preparedness in relation to behaviour results from an interaction between the context, a content dimension and individual factors. It has purposely and unashamedly privileged the perspectives of individuals. This, of course, brings with it all the limitations commonly associated with the use of case studies regarding limited generalisability. It must be acknowledged that the case study phase drew on the views of seven individuals. However, the focus on the individuals and the privileging of their voices in exploring the development of beginning and early career teachers' thinking and practice in relation to managing pupil behaviour also represents the distinctive quality of the research. There is value in holding up for scrutiny how different just seven are in their views and experiences. At the simplest level, if just seven display these differences, it begs the question of what differences might exist in a cohort. This study raises questions regarding any attempts (e.g. NFER 2012, TA 2012b) to evaluate the quality of training based on individuals' perceptions of how 'good' it was without sufficient awareness that any appraisal of this nature is likely to be influenced by many and varied factors unique to the individual and the nature of the context in which they are working. It has offered a challenge to policy and guidance (e.g. (DfE 2012a, 2012b) that has tended to focus on the content dimension as the more controllable of these three factors. Arguably, current approaches to improving teacher training have adopted a model based on an assumption of improved input leading to improved output in terms of teachers reporting they feel better prepared in relation to pupil behaviour.

The recognition that a teacher's preparedness is influenced by the context, the content dimension and individual factors highlights areas for further research about each of these elements. As noted, Hart's (2010) work represented a start in identifying what might represent a core knowledge base of strategies and approaches, but there is still a question over whether knowing these would lead to teachers feeling any better prepared in relation to behaviour. Similarly, conceptual frameworks (e.g. Powell and Tod 2004) seem to offer an opportunity for trainees to be equipped with a means of critically evaluating their own and others' practice, but the impact of the direct teaching of such models is not known. With more training taking place in

schools it is timely to research further how teachers learn from experiences in context and whether the concerns regarding the parochial nature expressed in this study are well founded if examined across a wider range of new teachers and longitudinally. Dialogue with the case study participants in the interviews would support the suggestion from literature (Darling-Hammond *et al* 2005, Hammerness *et al* 2005) that preconceptions, concerns and perceptions the individual brings with them are likely to influence the value and credence they attach to any input they receive and what they view as significant within any learning experience. There is scope for more research into how such factors impact on teachers' development and, importantly, how these can be positively influenced when they are considered to be potentially unhelpful.

For providers of training, the explicit recognition of an interaction between the context, the content dimension and individual factors highlights possibilities for a more personalised approach to teacher education. It is possible to conceive of a situation where it is an individual's preconceptions about behaviour that are impacting on their development as a teacher. This could be supportively challenged and it might be more important to do this before attempting to provide more strategies that the individual will not pursue with commitment until these preconceptions are addressed. A simple example would be attempting to advise a teacher of the need to provide more positive feedback on behaviour before tackling an underlying belief that children should *know* how to behave and do not need praise for conforming with basic expectations. Similarly, less confident trainees might be supported by the introduction to more strategies (the 'content dimension') on the basis that '*the feeling of being prepared is essential in the development of confidence in one's ability to execute a behaviour*' (Giallo and Little 2003: 24) or, following Bandura's (1997) principle that high self-efficacy is developed through the experience of success, they might be placed in a less demanding, more supportive setting (the 'context dimension') initially in order to build up a reserve of successful experiences before encountering more challenging situations.



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## **Appendix 1: Extract from *Improving Teacher Training for Behaviour* (TA 2012a: 1 - 2)**

### **Personal style**

- Trainees should understand that they are responsible for ensuring the highest standards of behaviour from their pupils.
- Trainees should have developed their own personal style for managing behaviour. Knowledge of generic behaviour management systems and techniques is essential; the way they are used depends on the attributes of individual teachers and the context in which they are teaching,
- Trainees should be able to vary the tone and volume of their voice to teach effectively and manage behaviour.
- Trainees should know how to look after their voice.
- Trainees should understand how to stand, move, make use of space and use eye contact in order to be an authoritative presence in the classroom.

### **Self-management**

- Trainees should understand what effect their responses, both verbal and non-verbal, can have on children's behaviour. They should be able to manage their own emotions when they are teaching.

### **Reflection**

- Trainees should be able to reflect on the way they manage behaviour and their classrooms and be prepared to change what isn't working well.

### **School systems**

- Trainees should understand how effective school systems support good behaviour management, and prevent and deal with bullying. They should be able to adapt their practice to fit with the school behaviour policy and should understand that consistency is an essential component of managing behaviour.

### **Relationships**

- Trainees should understand that good relationships are at the heart of good behaviour management. They should be able to form positive, appropriate, professional relationships with their pupils.

### **Classroom management**

- Trainees should be able to use praise effectively.
- Trainees should know how to apply rewards and sanctions to improve behaviour.
- Trainees need to know how to develop and teach routines to pupils so that time is used efficiently.
- Trainees need to be able to manage behaviour in a range of different situations such as whole class teaching, group work, the corridors and the playground.

### **More challenging behaviour**

- Trainees should have an understanding of why children misbehave and why some children demonstrate more challenging behaviour.
- Trainees should be able to plan and teach lessons that take account of individual children's special needs, so that they are less likely to misbehave.
- Trainees should know how to take appropriate and effective action when they are confronted by more extreme behaviour.

### **Theoretical knowledge**

- Trainees should know about scientific research and developments, and how these can be applied to understanding, managing and changing children's behaviour.

## **Appendix 2: Strategies for promoting effective classroom behaviour management at different levels (from Hart 2010)**

### **At the school level...**

- Rules should be clear, positive, negotiated with pupils/students.
- There should be clear, agreed policies for rewarding good behaviour and responding to negative behaviour.
- Teachers should be supported by school leadership in applying policies.
- The school should foster and support the emotional wellbeing of staff.

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### **At a class level...**

- Rules should be displayed and referred to.
- Expectations should be negotiated, shared and upheld consistently.
- The classroom should be arranged with resources available and clearly labelled; space for people to move about; organised.
- Children/young people should have ownership of their environment, be involved in its planning.
- The class should be calm and nurturing.
- Lessons should be well-planned with clear objectives, a variety of activities, clear instructions, effective pacing and use of time, managed transitions between activities.
- Learning activities should be varied, interesting, accessible to all, relevant, and differentiated to meet the needs and build on the strengths of learners.
- Support should be available to all children and young people encountering difficulties with respect to learning, behaviour and social and emotional issues.

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### **The teacher...**

- Should use language that is clear and positive; that is 'performance' rather than 'labelling' language.
  - Should give clear explanations of tasks, behaviour and learning expectations, and seek feedback from learners.
  - Should move around the class, scan visually and be vigilant, looking for potential triggers of unwanted behaviour such as anxiety.
  - Should be confident, authoritative and enthusiastic.
  - Should use non-verbal means to prevent or reinforce behaviour, as appropriate.
  - Should model desired behaviour: respect, manners, interest, and tone of voice and language use.
  - Should develop positive relationships with learners; get to know their strengths, weaknesses and interests; communicate warmth, positive regard and respect, and value others' opinions.
  - Should look for opportunities to give praise – 'catch 'em being good'
-

---

**Children and young people...**

- Should be given opportunities to have ownership over their learning and their environment, and should be given choices.
- Should be involved in agreeing rules and expectations, and in making decisions.
- Should have opportunities to express their thoughts and feelings.
- Should be encouraged to monitor their behaviour and learning, and their progress in relation to agreed targets.
- Should know how to ask for help if they require it.

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**Responses to behaviour...**

- Appropriate/desired behaviour should be reinforced through a variety of means: verbal praise, non-verbal signals (e.g. thumbs up, approving look), and tangible rewards.
  - Praise should be specific, genuine, age-appropriate, realistic, linked to rules/expectations, fairly distributed, immediate, and for both behaviour and learning.
  - All children and young people should be praised.
  - There should be a clear, hierarchical system of rewards, consistently applied.
  - There should be vicarious reinforcement of appropriate behaviour through the use of proximal praise.
  - Teachers should use 'low-level' strategies for dealing with inappropriate behaviour, e.g: planned ignoring, take-up time, 'fair pairs', giving choices.
  - Inappropriate behaviour should be responded to quickly, quietly and calmly and the response should be linked to the rules/expectations.
  - There should be a clear school policy for responding to more serious/persistent misbehaviour that is understood by all and followed consistently.
-

### Appendix 3: The first questionnaire

#### Question 1

- a) Are you    Male ☐    Female ☐
- b) How old are you? \_\_\_\_\_
- c) Which Initial Teacher Education course will you be following?  
\_\_\_\_\_
- d) Which age range does this course cover?  
\_\_\_\_\_
- e) What is your specialist subject?  
\_\_\_\_\_

#### Question 2

Prior to starting your course did you spend any time in schools either as a requirement or on the advice/recommendation of your teacher training institution? (NB Q3 overleaf provides the opportunity for you to list other voluntary or unpaid work in schools)

Yes ☐    No ☐

If Yes please indicate type of school and length of time spent there:

Type of school	(√)	Length of time
Pre-school setting		
Mainstream infant, junior or primary		
Mainstream middle		
Mainstream secondary		
Special		
FE College		
Other (please specify)		



### **Question 3**

In addition to any time you may have been required/advised to spend in a school prior to the start of your Initial Teacher Education course have you ever worked in a school (or other setting with children or young people) in a paid or voluntary capacity?

Yes ☐ No ☐

If *No* please go straight to question 4. If *Yes* please **tick** (✓) the appropriate box(es) to indicate the type of school/setting you have worked in and the role you carried out.

Role	Type of School						
	Pre school setting	Mainstream infant, junior or primary	Mainstream Middle	Mainstream Secondary	Special	FE College	Other (Please Specify)
Teaching Assistant/Learning Support Assistant							
Family Liaison Officer							
Clerical/administrative							
Volunteer helper							
Learning mentor							
Other (please specify)							

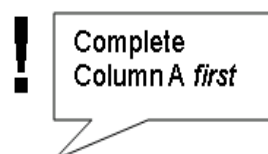
Is there any other experience working with children or young people that you wish to mention that is not covered in the table above?

## Question 4

Your course will cover all of the areas in the table below in some form and to varying degrees. It is likely that there are some areas where you would want and expect in depth coverage, whereas there will be other areas where you might be satisfied with, for example, a basic overview or introduction to key principles.

**Column A** Please identify and tick (✓) on the list below your **Top 5** priorities for *in depth* coverage on your course.

**Column B** Please rank **JUST YOUR TOP 5** from Column A in order of priority, where 1= highest priority, 2 = second highest priority and so on through to 5 = lowest priority.



Area	<b>COLUMN A</b> Please tick (✓) your <b>TOP 5</b> priorities only	<b>COLUMN B</b> Please rank your <b>TOP 5</b> from <u>Column A</u> in order of priority (1 = Highest , 5 = lowest)
Help you understand the National Curriculum		
Provide you with the relevant knowledge, skills and understanding to teach your specialist subject		
Provide you with the knowledge, skills and understanding to use information and communications technology (ICT) in your subject teaching		
Help you plan your teaching to achieve progression for learners		
Prepare you to teach learners of different abilities		
Prepare you to teach learners from minority ethnic backgrounds		
Help you to establish and maintain a good standard of behaviour in the classroom		
Help you use a range of teaching methods that promote children's and young people's learning		
Help you to understand how to monitor, assess, record and report learners' progress		
Prepare you to work with learners with special educational needs		
Prepare you to work with learners with English as an additional language		
Prepare you to work with teaching colleagues as part a team		
Prepare you to work in a team with staff supporting you in the classroom (eg. nursery nurses, technicians, teaching assistants)		
Prepare you to communicate with parents or carers		
Prepare you for your teacher's statutory responsibility for the welfare and safety of children and young people		

## Question 5

This question requires you to (i) consider the frequency with which you anticipate you will encounter a particular behaviour and (ii) rate your **current** level of confidence in relation to your capacity to deal with each behaviour.

### Frequency Column

Please use a 5 point scale to indicate the frequency with which you anticipate encountering the behaviour described in your first year as a qualified teacher in a 'typical'<sup>1</sup> school, where:

- 1 = At least twice a week, maybe even on daily basis
- 3 = About 5 or 6 times in the year
- 5 = It's unlikely I'll encounter this in the year

### Confidence Column

Using a 5 point scale indicate your **current** level of confidence in relation to your capacity to deal with each behaviour described using a 1 – 5 scale where 1 = No confidence, 5 = Completely Confident.

Behaviours*	Frequency						Your current level of Confidence				
	Most		Least				Low		High		
	1	2	3	4	5		1	2	3	4	5
Talking out of turn (eg by making remarks, calling out, distracting others by chattering)											
Hindering other pupils (eg by distracting them from work, interfering with equipment or materials)											
Making unnecessary (non verbal) noise (eg by scraping chairs, banging objects, moving clumsily)											
Physical aggression towards other pupils (eg by pushing, punching, striking)											
Getting out of seat without permission											
Calculated idleness or work avoidance (eg delaying start to work set, not having essential books or equipment)											
General rowdiness, horseplay or mucking about											
Verbal abuse towards other pupils (eg offensive or insulting remarks)											
Not being punctual (eg being late to school or lessons)											
Cheeky or impertinent remarks or responses											
Physical destructiveness (eg breaking objects, damaging furniture and fabric)											
Verbal abuse towards you (eg offensive, insulting or threatening remarks)											
Physical aggression towards you											

\*Taken from DES/WO (1989) Discipline in Schools (The Elton Report) London: HMSO

<sup>1</sup> i.e. not experiencing any factors/challenges that are significantly additional or different to those faced by most schools serving the age range you are training to teach.

**Question 5 (continued)**

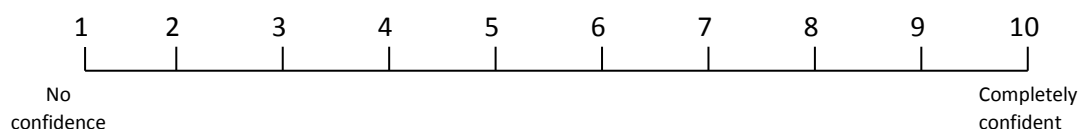
If there are any other behaviours in addition to those on the previous list that you anticipate that you will encounter please write these in the table below.

Other behaviours	Frequency						Your current level of Confidence				
	Most		Least				Low		High		
	1	2	3	4	5		1	2	3	4	5

**Question 6**

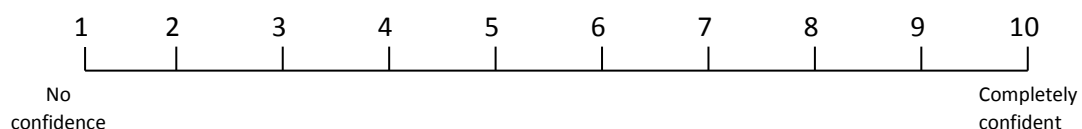
- a) Overall, how confident do you feel about your ability to promote children's and young people's learning?

Ring your response on the rating scale from 1 – 10 below



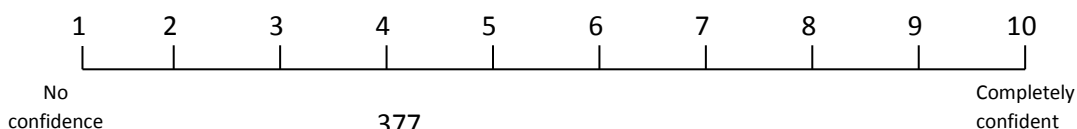
- b) Overall, how confident do you feel about your ability to establish and maintain a good standard of behaviour in the classroom?

Ring your response on the rating scale from 1 – 10 below



- c) Overall, how confident do you feel about your ability to teach your specialist subject?

Ring your response on the rating scale from 1 – 10 below



**Question 7**

Think about what your Initial Teacher Education course needs to provide in order to increase your feeling of confidence in establishing and maintaining a good standard of behaviour in the classroom.

Please comment under the following 2 headings:

**What do you think you will need to learn?**

**How/where do you anticipate this learning will take place?** *(eg consider any forms of university based learning opportunities, school based experience, private study, etc)*

**Question 8**

Lauren is a pupil from the age range you are training to teach. You have already noticed Lauren turn round a number of times to talk to some pupils sitting behind her. It is a time in the lesson when it is inappropriate for pupils to be talking. She does it again and those she is talking to giggle loudly. This is one of those situations in teaching that requires you to make a decision.

a) Briefly describe what you would do:

b) How would you judge whether the course of action you took was successful?

**Please ONLY complete the following section if you consent to being approached to take part in further research such as follow up interviews.**

I give my consent to be approached to take part in further research, such as follow up interviews. I understand that by giving my consent:

- My identity and the responses I have made to this questionnaire will be known to the researcher.
- If I am approached to take part in any additional research I will still have the option of declining.

Signature: \_\_\_\_\_

Name (please print): \_\_\_\_\_

Date: \_\_\_\_\_

Contact Details:

Email \_\_\_\_\_

Tel: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS  
QUESTIONNAIRE**

## Appendix 4: The second questionnaire

### Question 1

- a) Are you      Male ☐      Female ☐
- b) How old are you? \_\_\_\_\_
- c) Which Initial Teacher Education course have you followed?  
\_\_\_\_\_
- f) Which age range does this course cover?  
\_\_\_\_\_
- g) What is your specialist subject?  
\_\_\_\_\_

### Question 2

Please tick **up to 5 areas** from the list below that you consider to be priorities for your professional development in your first year as a qualified teacher

Understanding the national curriculum		Understanding how to monitor, assess, record and report learners' progress	
Developing relevant knowledge, skills and understanding to teach your specialist subject		Working with learners with special educational needs	
Developing the knowledge, skills and understanding to use information and communications technology (ICT) in your subject teaching		Working with learners with English as an additional language	
Planning your teaching to achieve progression for learners		Working with teaching colleagues as part of a team	
Teaching learners of different abilities		Preparing you to work in a team with staff supporting you in the classroom (eg technicians, teaching assistants)	
Teaching learners from minority ethnic backgrounds		Communicating with parents or carers	
Establishing and maintaining a good standard of behaviour in the classroom		Developing your awareness of the teacher's statutory responsibility for the welfare and safety of children and young people	
Using a range of teaching methods that promote children's and young people's learning			



### **Question 3**

The following set of questions asks you to rate different forms of learning experienced on your course in terms of their usefulness on a 1 – 5 scale, where:

**1 = Minimal usefulness**

**5 = Major contribution** to my thinking and/or practice in this area

**NA = Not applicable** (e.g. use this if you feel you did not access this form of learning at all in relation to a specific question)

### **An Example of how to complete this question:**

In each column ( <i>right</i> ) please enter a score from 1 – 5 to indicate how useful each form of learning was in:	School based experience	Independent study	Peer Support (other students)	Tutor support	School based Mentor Support	Taught Elements (eg lectures)
Helping you understand the National Curriculum	4	2	NA	2	5	3
Providing you with the relevant knowledge, skills and understanding to teach your specialist subject	3	5	2	4	4	4

### **Please Complete:**

In each column ( <i>right</i> ) please enter a score from 1 – 5 to indicate how useful each form of learning was in	School based experience	Independent study	Peer Support (other students)	Tutor support	School based Mentor Support	Taught Elements (eg lectures)
Helping you understand the National Curriculum						
Providing you with the relevant knowledge, skills and understanding to teach your specialist subject						
Providing you with the knowledge, skills and understanding to use information and communications technology (ICT) in your subject teaching						
Helping you plan your teaching to achieve progression for learners						
Preparing you to teach learners of different abilities						
Preparing you to teach learners from minority ethnic backgrounds						
Helping you to establish and maintain a good standard of behaviour in the classroom						
Helping you use a range of teaching methods that promote children's and young people's learning						
Helping you to understand how to monitor, assess, record and report learners' progress						
Preparing you to work with learners with special educational needs						

In each column ( <i>right</i> ) please enter a score from 1 – 5 to indicate how useful each form of learning was in	School based experience	Independent study	Peer Support (other students)	Tutor support	School based Mentor Support	Taught Elements (eg lectures)
Preparing you to work with learners with English as an additional language						
Preparing you to work with teaching colleagues as part of a team						
Preparing you to work in a team with staff supporting you in the classroom (eg technicians, teaching assistants)						
Preparing you to communicate with parents or carers						
Preparing you for your teacher's statutory responsibility for the welfare and safety of children and young people						

#### **Question 4**

Please indicate any of these authors or sources you have accessed (in full or in part) and their impact on your thinking and/or practice

Source	Accessed? Yes/No	If <b>Yes</b> , to what extent do you think this has impacted on your thinking and/or practice 1 = Little or no impact 5 = A Major impact				
Any Primary or Secondary (formerly KS3) National Strategy Behaviour and Attendance materials		1	2	3	4	5
Bill Rogers texts (eg <i>Classroom Behaviour</i> , <i>You know the Fair Rule</i> , <i>The Language of Discipline</i> )		1	2	3	4	5
Sue Cowley – <i>Getting the Buggers to Behave</i>		1	2	3	4	5
Peter Hook and Andy Vass - <i>Teaching with Influence</i>		1	2	3	4	5
Paul Dix - <i>Taking Care of Behaviour: Practical Skills for Teachers</i>		1	2	3	4	5
Behaviour4Learning website <a href="http://www.behaviour4learning.ac.uk">www.behaviour4learning.ac.uk</a>		1	2	3	4	5
Teacher Training Resource Bank (TTRB website - <a href="http://www.ttrb.ac.uk/">www.ttrb.ac.uk/</a> )		1	2	3	4	5
Louise Porter - <i>Behaviour in Schools</i>		1	2	3	4	5
Chris Kyriacou – <i>Essential Teaching Skills</i>		1	2	3	4	5
<b>THIS QUESTION CONTINUES ON THE BACK OF THIS PAGE</b>						

Source	Accessed? Yes/No	If yes, to what extent do you think this has impacted on your thinking and/or practice 1 = Little or no impact 5 = A Major impact
Roland Chaplain, either <i>Teaching without Disruption in the Primary School</i> or <i>Teaching without Disruption in the Secondary School</i>		1      2      3      4      5
David Wright, either <i>There's No Need to Shout! The Primary Teacher's Guide to Successful Behaviour Management</i> or <i>There's No Need to Shout! The Secondary Teacher's Guide to Successful Behaviour Management</i>		1      2      3      4      5

Are there any other books, authors or sources not listed above that you feel have significantly influenced your practice?

### Question 5

This question requires you to (i) consider the frequency with which you anticipate you will encounter a particular behaviour *in your first year as a qualified teacher* and (ii) rate your **current** level of confidence in relation to your capacity to deal with each behaviour.

#### Frequency Column

Please use a 5 point scale to indicate the frequency with which you anticipate encountering the behaviour described *in your first year as a qualified teacher*<sup>2</sup>, where:

- 1 = At least twice a week, maybe even on daily basis
- 3 = About 5 or 6 times in the year
- 5 = It's unlikely I'll encounter this in the year

#### Confidence Column

Using a 5 point scale indicate your **current** level of confidence in relation to your capacity to deal with each behaviour described using a 1 – 5 scale where 1 = No confidence, 5 = Completely Confident.

Behaviours*	Frequency						Your current level of Confidence				
	Most		Least				Low		High		
	1	2	3	4	5		1	2	3	4	5
Talking out of turn (eg by making remarks, calling out, distracting others by chattering)											
Hindering other pupils (eg by distracting them from work, interfering with equipment or materials)											
Making unnecessary (non verbal) noise (eg by scraping chairs, banging objects, moving clumsily)											
Physical aggression towards other pupils (eg by pushing, punching, striking)											
Getting out of seat without permission											
Calculated idleness or work avoidance (eg delaying start to work set, not having essential books or equipment)											
General rowdiness, horseplay or mucking about											
Verbal abuse towards other pupils (eg offensive or insulting remarks)											
Not being punctual (eg being late to school or lessons)											
Cheeky or impertinent remarks or responses											
Physical destructiveness (eg breaking objects, damaging furniture and fabric)											
Verbal abuse towards you (eg offensive, insulting or threatening remarks)											
Physical aggression towards you											

\*Taken from DES/WO (1989) Discipline in Schools (The Elton Report) London: HMSO

<sup>2</sup> Please answer based on a 'typical' school, i.e. one that is not experiencing any factors/challenges that are significantly additional or different to those faced by most schools serving the age range you are trained to teach.

**Question 5 (continued)**

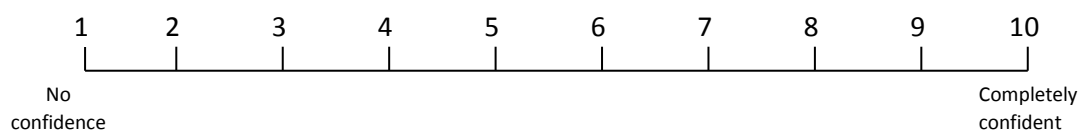
If there are any other behaviours in addition to those on the previous list that you anticipate that you will encounter in your first year as a qualified teacher please write these in the table below.

Other behaviours	Frequency						Your current level of Confidence				
	Most		Least				Low		High		
	1	2	3	4	5		1	2	3	4	5

**Question 6**

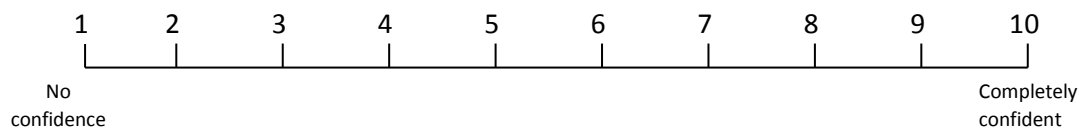
- a) Overall, how confident do you feel now, having finished your course, about your ability to promote children's and young people's learning?

Ring your response on the rating scale from 1 – 10 below



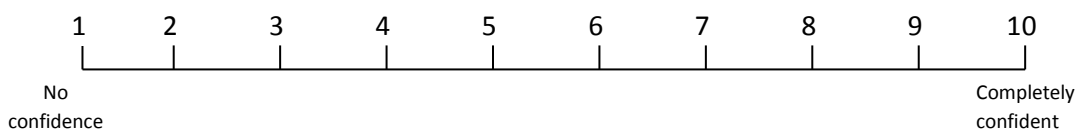
- b) Overall, how confident do you feel now, having finished your course, about your ability to establish and maintain a good standard of behaviour in the classroom?

Ring your response on the rating scale from 1 – 10 below



- d) Overall, how confident do you feel now, having finished your course, about your ability to teach your specialist subject?

Ring your response on the rating scale from 1 – 10 below



**Question 7**

For each of these questions please tick the appropriate box to indicate your level of agreement.

- a) My course (university and school based elements) has provided me with a knowledge and understanding of a range of behaviour management strategies

Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly Disagree

- b) My course (university and school based elements) has prepared me to establish a clear framework for classroom discipline with which to manage learners' behaviour constructively

Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly Disagree

- c) School based experience has made a significant contribution to my knowledge, skills and understanding in relation to managing behaviour

Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly Disagree

- d) University based elements (eg lectures, tutor groups, assignments) have made a significant contribution to my knowledge, skills and understanding in relation to managing behaviour

Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly Disagree

- e) I am confident in my ability to select *and* evaluate appropriate behaviour management strategies

Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly Disagree

- h) Overall I am confident that I know a sufficient range of strategies for managing behaviour during my first year as a qualified teacher

Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly Disagree

### **Question 8**

Imagine that during your first year of teaching you have the opportunity to observe a more experienced teacher. You observe the following:

*The teacher<sup>3</sup> has already asked the class to work more quietly on 3 occasions during the lesson with little effect. The teacher then adopts a strategy of writing on the board “Whole class detention – 1 minute”. As the noise persists the teacher keeps adding minutes. Eventually some pupils notice and start to ‘shush’ the others. By the time the teacher has written “10 minutes” on the board the class is quiet. At lunchtime the teacher keeps the class in for 10 minutes.*

Please tick **ONE** box to indicate the statement that **most closely** reflects your view on the strategy used by the teacher:

Whole group punishments like this are unfair and so should never be used	<input type="checkbox"/>	It's not a strategy to be used frequently but occasional use to make a point is ok	<input type="checkbox"/>
I wouldn't do this with my age range, but it might be appropriate for a different age range	<input type="checkbox"/>	It's a useful strategy with a class whose behaviour is not particularly bad, but who are very talkative or lively	<input type="checkbox"/>
It's not an ideal strategy, but when you can't identify the individual culprits you have to do something	<input type="checkbox"/>	The teacher got them quiet so this is an effective technique.	<input type="checkbox"/>
It's a good strategy – it makes effective use of peer-pressure from the more responsible students.	<input type="checkbox"/>	Though this strategy achieved compliance it risked damaging teacher-pupil relationships and so cannot be justified	<input type="checkbox"/>
Though this strategy achieved compliance it risks modelling to pupils that a person in a position of authority has the right to be unfair. Therefore it cannot be justified	<input type="checkbox"/>	This strategy should not be used. It risks promoting the <i>wrong</i> sort of peer group pressure. Eg After the lesson pupils may socially isolate or threaten physical violence towards those considered to be to blame for the class having to stay in.	<input type="checkbox"/>

<sup>3</sup> Teaching a class within the age range you have been trained to teach

**Is there anything else you would like to say in relation to behaviour?**

For example:

- Views about what your course (university and school based elements) provided in relation to pupil behaviour
- Your own feelings of preparedness and confidence
- Future professional development issues for you in relation to pupil behaviour
- Behaviour generally in schools

**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS  
QUESTIONNAIRE**





## **Appendix 5: Rationale for the design of the specific questions within the two questionnaires**

### **The level of priority attached to behaviour**

Questionnaire 1, Q4

Questionnaire 2, Q2

In exploring the priority attached to learning about behaviour in the first questionnaire I was conscious that for a trainee there might be a lot of priorities for learning because most aspects of teaching were new to them. I was keen to explore where behaviour sat amongst these different priorities rather than simply asking whether they felt they knew enough about behaviour or had received sufficient input on this topic. Responses to such questions always risk being influenced by the principle that there is always probably more to be learned and knowing more is likely to be beneficial. I considered it more telling if they positioned behaviour above other areas as a priority. In the first questionnaire respondents were asked to identify their top five priorities from a list of 15 areas of teacher activity. These areas were drawn from the 2006 version of the annual newly qualified teacher survey (TDA 2006) conducted by the Training and Development Agency (TDA). The rationale for this approach was twofold. Firstly, these categories directly related to the areas of professional activity the TDA considered training should impact upon and reflected the professional standards (TDA 2007) in place at the time. Secondly it would be possible to make some comparison between views of respondents in this research and views expressed by teachers nationally early in their first year of teaching as part of the national survey. Having identified their top 5 priorities respondents were asked in the first questionnaire to rank order these from 1 to 5, with 1 representing the highest priority.

In the second questionnaire respondents were simply asked to identify up to 5 areas from the list as priorities for their professional development in their first year as a qualified teacher. Though this effectively lost a level of detail in terms of the identified priorities being ranked, it introduced the more important possibility that the respondent may not have as many as five genuine priorities for professional development. I was more concerned to allow for this

possibility rather than adopting an approach that may have forced them into identifying an area of activity that was not especially important to them simply to make up the number.

### **Expectations regarding behaviour in schools**

Questionnaire 1, Q5

Questionnaire 2, Q5

In both questionnaires respondents were asked to consider a range of specified behaviours and indicate how frequently they anticipated encountering these. The core purpose was to gauge the impression the respondent had of behaviour in schools, in particular whether they anticipated encountering frequent, high level behaviours such as physical aggression directed at them. The list of behaviours was generated from the Elton Report (DES 1989a) which had asked a similar question about the actual frequency with which these behaviours were experienced over one week in October 1988. Reflecting the fact that pupil behaviour may have changed since 1988, respondents were given the option of identifying other behaviours that were not listed. Though old research, the advantage of using the behaviours from the Elton Report was that it provided data from approximately 3600 teachers on the frequency with which these behaviours were encountered. As far as I am aware there has not been such a wide ranging survey in relation to this issue since. Though it is important to recognise that teachers who contributed to the Elton Report (DES 1989a) may not be comparable, this older data represented a reference point by which to make judgements regarding the realism of the PGCE students' predications of frequency within the two questionnaires.

### **Individual feelings of confidence in relation to specific behaviours**

Questionnaire 1, Q5

Questionnaire 2, Q5

In addition to predicting the frequency with which they anticipated encountering certain behaviours, respondents were asked to indicate their level of confidence in relation to each of the behaviours. My interest was in whether a pattern emerged that generally suggested that respondents were

more confident in relation to the behaviours that they thought they would regularly encounter and less confident in relation to those behaviours they thought they would encounter less regularly. The premise in considering general feelings of preparedness was that if the individual believes they will encounter a behaviour frequently but also feels confident in dealing with it they are likely to feel well equipped. Conversely, if their confidence was low in relation to behaviour they might encounter at least twice a week or even daily it is likely that they would feel less well equipped. Therefore a hypothesis of sorts underpinned this particular question. Asking the same question in both questionnaires allowed for movement to be captured both in terms of confidence ratings and in readjustments to predicted frequency based on experiences during training.

### **General Confidence**

Questionnaire 1, Q6

Questionnaire 2, Q6, Q7e, Q7f

Both questionnaires also returned to the issue of confidence through a later question, asking the respondent to rate their confidence in relation to their respondent's ability to:

- i) promote children's and young people's learning
- ii) establish and maintain a good standard of behaviour in the classroom
- iii) teach their specialist subject

The terminology once again reflected the annual newly qualified teacher survey (TDA 2006). Asking the question in the first questionnaire was intended to ascertain whether, before any experience in schools as part of their course, greater concerns about their ability to deal with behaviour issues were evident compared to other aspects of the teacher's role. Returning to the same question in the second questionnaire allowed movement to be detected in all three areas of activity.

It is important to consider the meaning that may be held by an individual's confidence rating in relation to this question and others that explore this issue as this has significant implications for interpretation. An individual's rating of their own confidence is personal to them and, in the context of the questions

asked within the questionnaires, may reveal more about their personality than their professional competence in a particular area. The rating might also not reflect how confident an outside observer might either perceive them to be or consider they deserve to be based on the practice observed. It is also important to recognise that some people are more inclined to make positive statements about themselves and their performance and so have few qualms about rating themselves as a 9 or 10, whereas for others this represents a degree of perfection they would not claim. Therefore, one respondent's 7 or 8 rating may, in reality, be little different in meaning to another's 9 or 10 rating. All of these considerations mean that reporting group data on confidence levels must be approached with a degree of caution. It is possible to point to general movement in either decreased or increased reported confidence and this has some value. Of more value, however, is to look at group data from the perspective of the relative position of the confidence rating in relation to behaviour compared to the other two areas of professional activity. For example, even if confidence ratings were reasonably high across all three areas of activity it would be possible to see for all respondents whether or not behaviour received a lower rating than either promoting learning or teaching their subject..

For these general questions a 10 point scale was introduced instead of the 5 point scale used in relation to specific behaviours. Arguably this extended scale was not necessary within the context of the questionnaire as a 5 point scale would have allowed similar information to be gained. However it was incorporated with the follow up case study interviews in mind. It provided a baseline and gave scope to ask follow up questions in interviews to explore the respondent's perception of movement from that baseline, contributing factors to even small degrees of movement recorded on the scale, priorities for development and actions by the respondent and others that would contribute to these developments.

In addition to these general ratings of confidence, in the second questionnaire respondents were also asked to indicate their level of agreement with the statements *I am confident in my ability to select and evaluate appropriate behaviour management strategies* and *Overall I am confident that I know a sufficient range of strategies for managing behaviour during my first year as a*

*qualified teacher*. These questions were included alongside a set (Q7a – Q7d) exploring views on the contribution to their learning of the PGCE course as a whole and the school and university based elements individually. As such, they were designed to give an indication of whether, whatever reservations might be expressed about the course, the individual felt sufficiently confident in their practice to commence their first year as a qualified teacher.

### **The selection of behavioural strategies**

Questionnaire 1, Q8

Questionnaire 2, Q7e, Q7f, Q8

The topic of strategy selection was not a major area of investigation through the questionnaires. Question 8 in the first questionnaire sought responses in relation to a short behavioural scenario. The more open format was selected here because of the potential for the respondent to reveal something about their views and priorities in relation to behaviour and learning through the language that they used.

As described previously, Questions 7e and 7f in the second questionnaire explored issues of confidence but also picked up the issue of strategy selection. Positioned within a set of 6 questions in a Likert scale format, question 7e focused upon the selection and evaluation of strategies and 7f question focuses on the quantity of strategies. This distinction reflects Powell and Tod's concern that teachers need a means by which to select and evaluate the use of strategies and their view that, though a range of strategies are *'a necessary part of an NQT's survival toolkit, they are not, in themselves, sufficient to secure the confidence and competence sought by the trainee'* (Powell and Tod 2004: 2).

Question 8 within the second questionnaire was based on the scenario of a teacher keeping a whole class in for lunch time detention because of the noise level. The scenario was chosen because from my own professional experience of delivering training to trainees and practising teachers the strategy used by the teacher is one that that often provokes strong opinions. It is also unlikely that a school's behaviour policy would include such an

approach as one of its recognised sanctions. The Elton Report (DES 1989a) was clear that the practice of punishing whole classes is always seen as unfair by pupils and the resulting sense of grievance is likely to be damaging to the school atmosphere. One of the report's 138 formal recommendations was that head teachers and teachers should avoid this practice (DES 1989a). More recently, guidance issued under the Labour government stated that schools should '*avoid whole group sanctions that punish the innocent as well as the guilty*' (DCSF 2009: 31)

The purpose of this question was to seek some information about whether teachers select and evaluate strategies based on pragmatism and perceived efficacy or on personal beliefs and values. The range of responses include those that are pragmatic in their focus and others that are more principled or consider what the pupils may be learning from the strategy.

### **Sources of professional learning**

Questionnaire 1, Q7

Questionnaire 2, Q3, Q4, Q7a-d

Question 7 within the first questionnaire explored the respondents' views on what they thought they would need to learn and where they anticipated this learning would take place specifically in relation to increasing their feelings of confidence in establishing and maintaining a good standard of behaviour in the classroom. The open format of the question gave the opportunity to identify personal relevant priorities rather than select from a range pre-determined as significant by me. The second part of question 7 recognised that within a teacher training course learning occurs in a variety of ways and a variety of places. This question invited predictions of where and how students thought they would learn the things they had identified in the first part of the question. Though open in format this part of question 7 provided some examples in a guidance note intended to encourage respondents to think widely about the range of learning opportunities available. However it must be acknowledged that this may have had a limiting effect by encouraging some respondents to focus only on the examples given and others to identify these means of learning when they would not otherwise have thought of them.

The second questionnaire moved on from predictions regarding sources of professional learning to explore respondents' perceptions regarding the relative contribution of different learning experiences. Question 3 required respondents to indicate the usefulness of their school based experiences, independent study, peer support (other students), tutor support, school based mentor support and taught elements (e.g. lectures) using a 5 point scale in relation to each of the 15 areas from the TDA Annual NQT survey (TDA 2006). In defining this set of learning activities, the intention was to explore not only the value attached by respondents to the university based elements and the school based elements but whether this varied according to the area of professional activity. In particular I was interested in the views on the relative contribution of different sources of learning in relation to establishing and maintaining a good standard of behaviour in the classroom. From a critical perspective, this question may have suffered from being overly long. The table format is misleading in terms of its apparent brevity – it actually represents 75 individual questions! Though the majority of respondents answered it, some made extensive use of the N/A category and small number gave up and moved on to the next question.

Question 4 of the second questionnaire pursued the theme of sources of professional learning further. It presented the respondent with a number of sources and asked whether they had accessed it and the level of impact they considered it had made on their thinking and practice. The question did not focus on behaviour in its wording but included predominantly sources about pupil behaviour together with a couple of examples that had a broader focus. In defining the list of sources I drew on my professional experience as well as sales figures and tutor recommendations. The range of sources included texts with more overt theoretical underpinning (e.g. Chaplain 2003a, 2003b, Porter 2007), some that were well known, popular and practical (e.g. Cowley 2003, Rogers 2006) and some that were government sponsored (e.g. TTRB, Behaviour4Learning). Space was provided for respondents to identify other sources that they felt had contributed to their practice.

Used in conjunction with question 3, question 4 offered the potential to develop broad profiles of respondents, such as those who attributed most value to their school based experience in developing their ability to establish



and maintain a good standard of behaviour in the classroom, attached little value to taught elements of their course and had accessed little additional information or only that which was practically oriented. Whilst this combination of factors may reveal little about the quality of the individual teacher's performance in the classroom, it is indicative of an individual who may have few reference points by which to judge the appropriateness and efficacy of any strategy they employ.

Within the second questionnaire, Questions 7a and 7b drew on the Professional Standards (TDA 2007) in place by this point that required the teacher to establish a clear framework for classroom discipline and behaviour and have a knowledge and understanding of a range of behaviour management strategies. The questions were designed to gauge general satisfaction with the PGCE course as a whole, asking the respondent to consider the university and school based elements together. Questions 7c and 7d then separated out the university based and school based elements to provide information on the respondent's view of the relative contribution of these.

## Appendix 6 Tutor Script

Dear Tutor

### Re:- Administration of the questionnaire

Thank you for agreeing to administer this questionnaire. It forms part of my doctoral research looking at the development of beginning and early career teachers' thinking and practice in relation to managing behaviour. Most of the questions use a tick box format or invite respondents to circle responses so it should not be overly time consuming. There are however 2 questions which invite written responses.

#### Tutor Script

The following is a script to be used as a framework for introducing the questionnaire. Rigid adherence is not necessary, but it is important that this information is imparted, in particular making it clear to students that they have a right not to submit their questionnaires for the research.

- We have been asked to complete a questionnaire as part of a piece of doctoral research being conducted by Simon Ellis, who is a Senior Lecturer with the [REDACTED] team. The [REDACTED] [REDACTED] mainly works with teachers who are pursuing Masters Level qualifications in the field of Inclusion and Special Educational Needs. Simon's area of work is pupil behaviour and he regularly provides inputs for the PGCE and undergraduate teacher education programmes.*
- We hope that completing the questionnaire will support the process of professional reflection that is an integral part of our teacher education programmes at [REDACTED] and be useful in stimulating your thinking on a range of relevant issues. However there is no compulsion for you to complete it – you may prefer to spend the allotted time simply reflecting on some of the issues it raises.*
- If you do complete the questionnaire, it is then entirely up to you to decide if you wish to submit it for research purposes. The guidance notes attached to the questionnaire explain this in more detail.*
- There are 3 levels at which you can be involved in this research:*

#### Level1

*Completion of this questionnaire and a second questionnaire administered later in the year. This is the only level of involvement at which your responses will remain anonymous to the researcher. When you have completed the questionnaire, place it in the envelope provided and seal it. It is important that you write your name on the envelope. The unopened envelope will be handed back to you when the second questionnaire is administered. You will then be asked to place the two questionnaires in a single, new, unnamed envelope. This allows the researcher to match your first and second questionnaire responses without knowing your name.*

### Level 2

*Completion of this questionnaire but consenting for your responses to be analysed by the researcher prior to administration of the second questionnaire later in the year. This helps the researcher to identify emerging themes and may influence the structure of the follow up questionnaire and other research activities.*

### Level 3

*This is the same as level 2 but with additional consent being given to be approached to take part in additional research activities during the year. You should note that at this stage you are only agreeing to being approached – your consent would be sought separately for actual involvement in any further research. .*

*Additional information on these levels and completion and submission of the questionnaire is contained within the information sheet and on the envelope you have been provided with*

- *All data gathered will remain with the researcher and will not be shared with [REDACTED] staff, except at the level of feedback on emerging themes and summarised numerical data. It is hoped that many of you will agree to involvement at levels 2 or 3. At all levels of participation you will have the option of withdrawing from the research at any point by emailing the researcher, Simon Ellis*
- *Many of the issues raised in the questionnaire will be discussed in future sessions within our programme. However if completion of the questionnaire causes particular or additional anxieties you should raise these either in one of our sessions or individually with me (ie the group tutor).*

### After Questionnaire Completion

Please remind students to tick the appropriate boxes on the outside of their envelopes. Collect the envelopes containing the questionnaires from those students who have agreed to their questionnaires being used for research purposes. Remind any students who do not wish their questionnaires to be used for research purposes to retain them.

*After students have completed and submitted the questionnaire you may wish to open up discussion about any issues raised by the questions.*

Please put the envelopes containing the completed questionnaires in the large envelope provided and place in internal mail. (If for any reason you need to use a different envelope please ensure it is marked *Confidential – for the attention of Simon Ellis*)

Thank you for your help with this research

Simon Ellis  
Senior Lecturer  
[REDACTED]

## **Appendix 7: Information sheet for participants**

### **Background to the research**

The questionnaire forms part of a wider piece of doctoral research being conducted by Simon Ellis ('the researcher'), a Senior Lecturer from the [REDACTED]. The research is looking at teachers' views about learning and behaviour at a variety of stages in their careers and the implications for practice. This questionnaire aims to explore respondents' views regarding pupil behaviour prior to starting teacher training courses. Towards the end of the academic year you will be given a similar questionnaire to see if your views have changed.

### **Consent to participate in the research**

It is hoped that completing the questionnaire will support the process of professional reflection that is an integral part of your course and be useful in stimulating your thinking on a range of relevant issues. However there is no compulsion for you to complete it – you may prefer to spend the allotted time simply reflecting on some of the issues it raises.

If you do complete the questionnaire, it is then entirely optional whether you agree to your responses being used for research purposes. If you do not wish your questionnaire to be used within this research please do not submit it.

### **Levels of Participation in the Research**

There are 3 levels at which you can be involved in this research:

#### Level 1:

Completion of this questionnaire and a second questionnaire administered later in the year.

*This is the only level of involvement at which your responses will remain anonymous to the researcher.* When you have completed the questionnaire place it in the envelope provided and seal it. It is important that you write your name on the envelope even though you wish to remain anonymous. The *unopened* envelope will be handed back to you when the second questionnaire is administered. You will then be asked to place the two questionnaires in a single, new, unnamed envelope. This allows the researcher to match your first and second questionnaire responses without knowing your name.

#### Level 2:

Completion of this questionnaire but consenting for your responses to be analysed by the researcher prior to administration of the second questionnaire later in the year.

This is helpful in allowing the researcher to identify emerging themes and may influence the structure of the follow up questionnaire and other research activities. It is hoped that many participants will consent to being involved at

this level. Please place your completed questionnaire in the envelope provided but leave it *unsealed*.

### Level 3:

As Level 2 but with additional consent given to being approached to take part in additional research activities during the year.

You should note that at this stage you are *only* agreeing to being approached – your consent would be sought separately for actual involvement in any further research. Please place your completed questionnaire in the envelope but leave it *unsealed*.

### **Indicating your preferred level of participation**

As outlined above there are a variety of levels at which you can take part in this research. On the outside of the envelope used to return your questionnaire there is a form to tick to indicate the level at which you are prepared to take part in this research. Please read these carefully and tick only one option.

### **Confidentiality**

As previously outlined, you can only participate at Level 1 (completion of the first and second questionnaires) and remain anonymous to the researcher. If you agree to participate at levels 2 and 3 the researcher will be able to match responses to your name during the process of analysis. However, when written up within the thesis or any journal all data will be presented anonymously.

All data gathered at any of the 3 levels will remain with the researcher and will not be shared with [REDACTED] staff, except at the level of feedback on emerging themes from the research as a whole and summarised numerical data.

### **Withdrawal from the Research**

At all levels of participation you will have the option of withdrawing from the research at any point by emailing the researcher, Simon Ellis. You should note, however, that if you opt for Level 1 involvement it would not be possible to withdraw your consent for use of your data after submission of the second questionnaire as due to confidentiality measures that apply at this level it would be impossible to identify which data is yours.

### **What to do if issues raised in the questionnaire cause you concern**

The questions within the questionnaire explore your views about pupil behaviour, including your level of concern about certain types of behaviour and your perception of your level of confidence in dealing with these. If this raises any concerns that cause you any anxiety your course tutors will be happy to discuss these with you. You may also contact Simon Ellis directly via [simon.ellis@\[REDACTED\]](mailto:simon.ellis@[REDACTED])

## **Appendix 8: Covering letter for the second questionnaire**

Dear Student,

### **Re: Follow Up Questionnaire**

You may recall that at the start of your course you completed a questionnaire for me seeking your views related to pupil behaviour. I would be grateful if you could now take some time to complete and return the follow up questionnaire. As you will see, some questions are similar in nature to the previous questionnaire whilst others explore different areas.

#### **Instructions for Questionnaire Completion**

- Please complete the follow up questionnaire
- Remove your original questionnaire from its envelope
- Place BOTH questionnaires in the new envelope provided and seal it
- Hand the envelope containing the two questionnaires to one of your tutors. They will return it to me via internal mail.

On the reverse of this letter there are a number of frequently asked questions. If you have any additional queries you may contact me at the address below.

**Thank you for your involvement in this research.**



Simon Ellis  
Senior Lecturer



### Some questions you may have:

- 1) What if I gave my name in the original questionnaire but now wish to remain anonymous?  
*Remove the back page from the first questionnaire before placing it in the envelope.*
- 2) I completed the first questionnaire but I haven't got the time to complete the second questionnaire. What shall I do?  
*Please return the first questionnaire and the blank second questionnaire – this is still useful to me*
- 3) What is the purpose of this research?  
*This is part of my PhD which broadly looks at how teachers develop their thinking and practice in relation to behaviour*
- 4) Do I have to do this questionnaire as part of my course?  
*No, the questionnaire has no connection with your course. Hopefully, however, it has a usefulness in stimulating your thinking about a range of relevant professional issues.*
- 5) What will happen to the data I've supplied?  
*Once you have placed both questionnaires in the new envelope your data is anonymous - unless you supplied your name on the final page of the original questionnaire. All questionnaires will be stored securely and destroyed at the end of the project. Individuals' data will not be shared with tutors or others.*
- 6) Can I return the questionnaire in person rather than via a tutor?  
*Return via a tutor is easiest as the internal mail system can be used. However you can put it in the post (at your expense) or drop it in at [REDACTED] reception*
- 7) What should I do if I have any concerns or queries about behaviour prompted by this questionnaire?  
*If any part of the questionnaire raises issues related to pupil behaviour or your level of preparedness in this area that cause you any undue anxiety your course tutors will be happy to discuss these with you. You may also contact Simon Ellis directly via [simon.ellis@\[REDACTED\]](mailto:simon.ellis@[REDACTED])*

## Appendix 9: Completion and return of first and second questionnaires

Group	Date	Number completing 1 <sup>st</sup> and 2 <sup>nd</sup> questionnaire	Number completing 1 <sup>st</sup> questionnaire only	Number completing 2 <sup>nd</sup> questionnaire only	2 <sup>nd</sup> questionnaire administered by
History 11 -18	24/6/08	19	7	5	Tutor
History 7 - 14	3/7/08	2	0	0	Tutor distribute + return via Freepost envelope
Geography 11 -18	24/6/08	15	1	1	Researcher
Geography 7 -14	3/7/08	2	0	0	Tutor distribute + return via Free post envelope
PE	26/9/08	16	1	4	Researcher
Citizenship	16/6/08	11	4	14	Researcher (2 groups)
ICT 11- 18	16/6/08	9	1	1	Researcher
ICT 7 -14	3/7/08	1	0	0	Tutor distribute + return via Free post envelope
Music 11 - 18	26/6/08	7	1	0	Tutor
Music 7 - 14	3/7/08	1	2	0	Tutor distribute + return via Free post envelope
Science	16/6/08	29	0	0	Tutor
Science 7 – 14	3/7/08	4	0	0	Tutor distribute + return via Free post envelope
Maths 11 - 18	26/6/08	8	4	1	Tutor
Maths 7 - 14	26/9/07	1	0	0	Tutor distribute + return via Free post envelope



RE 11 - 18	18/6/08	12	4	0	Researcher
RE 7 -14	3/7/08	1	0	0	Tutor distribute + return via Free post envelope
Primary PGCE	Postal	25	0	0	Researcher posted + return via Free post envelope
14 -19 PGCE	Postal	11	0	0	Researcher posted + return to tutor

## Appendix 10: Example of a schedule for the first case study interview

### Respondent 78 'Nick'

#### General Confidence questions

- 1) Your level of confidence has declined from a rating of **7** in the first questionnaire to a rating of **5** in the second questionnaire. Can you tell me a little about that?  
**Prompt:**  
Are there any particular events or experiences you attribute this to?
- 2) What if anything could your training provider have done differently that would have caused you to leave your training feeling more confident?  
  
**Additional information:** I note from your second questionnaire that you expressed a strong view that the university based elements (lectures, tutor groups and assignments) didn't make significant contribution to your knowledge skills and understanding in relation to managing behaviour. However you felt more positive about the contribution of school based experience. Is there anything you want to say about this?
- 3) In comparison, your confidence in relation to your ability to promote pupils' learning remained static at **7** and your confidence in your ability to teach your specialist subject rose from **7** to **8**. My interpretation of this is that in these two areas you feel reasonably confident and yet with regard to behaviour you have indicated a decline. Can you tell me why you rated these two areas in this way and yet behaviour has slipped behind?
- 4) I've asked you about confidence, but did you leave your training course feeling you lacked *competence* in relation to establishing and maintaining a good standard of behaviour in the classroom?
- 5) How do you feel now with regard to your confidence in relation to establishing and maintaining a good standard of behaviour in the classroom. At this time last year you rated yourself at a five, where would you rate yourself now after a year in post?

**Prompt:** What has happened during this year to move you to this point? Can you identify any experiences you've had or things you've done that have led to this?

What sorts of things would need to happen or could you do to move you to (X+1)?

### Sources of learning

- 6) At the start of your training you predicted that sharing good practice for behaviour management in schools with experienced teachers and in the university as part of study groups would be a source of learning that would contribute to your confidence in establishing and maintaining a good standard of behaviour in the classroom. You also identified that you would learn via readings and gave the example of Sue Cowley's work.

Did this happen? Were there other sources of learning that you realise you would have benefited from?

### Reading and accessing of information

- 7) You identified a couple of texts – Sue Cowley's *Getting the Buggers to Behave* and Chris Kyriacou's *Essential Teaching Skills* as books you read during your training and in both cases you suggested that they had quite a big impact on your practice – you rated them 4 out of 5 for this. Some people – and in particular some tutors – might refer critically to *Getting the Buggers to Behave* as just being tips for teachers. What's your reaction to this?

**Additional Information:** I note you also highlighted Sue Cowley's work as a reading you might learn from in the first questionnaire. You were aware of her work very early in the course, where did you come across this?

- 8) Given that behaviour was a top 5 priority for you for coverage in training and remained a top 5 priority for you for CPD this year, can you explain why you didn't access more information on behaviour through books and websites?

**Prompt:** In particular I'm interested in why you didn't choose to access the secondary national strategy materials for behaviour and attendance and the behaviour4learning and TTRB websites.

## Specific Behaviours and associated confidence

- 9) You may recall I asked you in the questionnaires to rate a list of behaviours in terms of the frequency with which you anticipated encountering them and your feelings of confidence in relation to each. There is very little difference between the two questionnaires. (*Present the two pages*)

Do you think this is still a reasonably accurate reflection?

Is there any behaviour here where you feel you've grown in confidence?

Is there any behaviour where you feel you under or over estimated the frequency with which you encounter it?

One interpretation of the table in the second questionnaire is that in relation to the forms of behaviour you thought you'd encounter quite regularly you felt quite confident. However, overall your confidence rating for behaviour was 5. Can you explain this? (**Prompt:** for example, are you rating your overall confidence against behaviours that in reality don't occur often but are significant when they do?)

## Specific Scenarios

- 10) In the first questionnaire I gave you a brief scenario about Lauren (*present original response*). With the benefit of your year's training and year's teaching, is there anything you'd want to add or change?
- 11) You said you'd monitor how Lauren behaves after you spoke to her. Can you tell me more specifically what you'd look for?
- 12) In the second questionnaire you commented on a teacher's use of a whole class lunch time detention. You said that 'Though this strategy achieved compliance it risked damaging teacher-pupil relationships and so cannot be justified'. Would your answer be the same now?

This year have you used the approach of keeping a whole class in based on the behaviour of some pupils?

(If yes: how would you reconcile that with your previous opinion about this sort of approach?)

## NQT year

- 13) Looking back over this year, what have been the significant factors that have developed your practice in relation to pupil ***behaviour?***

What are your priorities for development in the next year in relation to pupil behaviour?

Where will you seek additional information and support in addressing these?

- 14) Looking back over this year, what have been the significant factors that have developed your practice in relation to pupil ***learning*** and your ***subject teaching?***

What are your priorities for development in the next year in relation to pupil behaviour?

Where will you seek additional information and support in addressing these?

- 15) Can you briefly describe your school's behaviour policy and how it operates? (**Prompt:** I'm particularly interested in the parts you have responsibility for operating in the classroom.)  
What do think about the policy? (**Prompts:** What's good about it? What bits do you have reservations about? How effective do you find it?)

Did you personally find it supportive as an NQT this year?

- 16) Do you think how you viewed teaching and the prospect of being a teacher at the end of your training was realistic?

**Prompts:**

Were you overly negative, overly positive or just realistic?

Were there particular things that surprised you?

Was there anything that was significantly better or worse than expected?

- 17) With the benefit of this year's experiences, if you were advising a trainee at the end of their university course what would you say?

**Prompts:**

What factual information would you impart about being a qualified teacher?

What would you suggest as the main priorities?

What advice would you give about general attitude and outlook?

## **Appendix 11: Schedule for second case study interview**

### **Clip 1 (staged scene)**

- 1) What's your reaction to this as a depiction of what goes on in classrooms?
- 2) What's your reaction to the teacher's performance in this extract?
- 3) This is a training video, what do you think are the key issues it is attempting to highlight? (**Prompt:** What points is it trying to put across? What is it trying to suggest that you should/shouldn't do?)
- 4) If this was a real teacher, what advice would you give to her?

### **Clip 2 (Classroom practice)**

- 1) What's your reaction to this as a depiction of what goes on in classrooms?
- 2) What do think the editors have deliberately highlighted and why?
- 3) What's your reaction to the teacher's performance in this extract?
- 4) What do you think are the key issues in this extract?
- 5) What, if any, are the positive aspects of the teacher's performance?
- 6) What advice would you give to this teacher?/what do you think s/he could do to improve things?

### **Clip 3 (whole school system)**

- 1) What's your reaction to the approach portrayed?/How do you feel about it?
- 2) What, if any, strengths are there?
- 3) What, if any, reservations do have about this approach?
- 4) From what you've seen in this extract, how would you say this practice affects learning?



## **Appendix 12 Schedule for the third case study interview**

### **Current views**

- Tell me about the behaviour you encounter in the class(es) you teach.
- Are there behaviours that cause you particular concern?
- What's the nature of this concern?
- What do you think are some of causes for some of the more problematic behaviour you encounter?
- Is your school's behaviour policy effective? If yes, why, if no, why?

### **Training**

- What do you do now if you're stuck on behaviour – where do you get your ideas from?
- When we spoke at the end of your first year of teaching you were quite <positive/negative/ambivalent> about your initial teacher training course and how it prepared you. Looking back now, do you think your initial teacher training course prepared you sufficiently in relation to pupil behaviour?
- Is there anything based on your experiences to date where you now feel 'they should have taught us about that?' or 'If only I'd known that'?
- How much support have you had in school in developing your knowledge, skills and understanding in relation to behaviour?
- Can you identify any significant experiences that have impacted on your knowledge, skills and understanding in relation to behaviour?
- Have you had any training in relation to behaviour since you started as a qualified teacher?

If yes, was that provided 'in house', by an outside person coming in or you attending an event elsewhere?

- What are some of the characteristics of good training in relation to behaviour?
- At this point in your career do you think you need more training in relation to behaviour? If yes, what specifically would this be on?



## Future of policy

I'm going to pass you an extract (pgs 32 – 33) from the Government White Paper *The Importance of Teaching* that deals with behaviour. I'll just give you a couple of minutes or so to read it through.

- So paragraphs 3.1 – 3.5, does that reflect your experience in relation to pupil behaviour and the issues facing schools currently?
- What are the elements you'd either agree with or that you'd take issue with?
- Paragraph 3.6 onwards talks about some proposed measures to tackle these problems, how do you feel about these? (**Prompt:** Are they necessary, would they make your life better as a teacher, are there any that concern you?)

## Individual

- You expressed <low/moderate/high> confidence in relation to behaviour by the end of your initial teacher training course. Tell me a bit about your feelings of confidence now
- You're three years into your career, would you consider yourself competent in relation to pupil behaviour?

If 'yes':

What evidence would you point me towards or what could you tell me about your practice to support this view?

If 'no'

What things do you think you need to become better at?

- If you think back across your three years of teaching, what changes have you noticed in yourself? (**Prompt:** how would you say you're different now from when you started out? Is there a difference in you now approaching the start of your fourth year, compared to when you'd just finished your first year?)
- What would you say is your greatest fear or anxiety in relation to the issue of pupil behaviour?
- What would you say is your greatest achievement or success in relation to the issue of pupil behaviour?

## Appendix 13 Extract from the 2010 White Paper used in the third interview

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### 3. Behaviour

- 3.1 We know that no issue is more important when it comes to attracting good people into teaching than tackling poor pupil behaviour. Among undergraduates considering becoming teachers, the most common reason for pursuing another profession is the fear of not being safe in our schools<sup>26</sup>.
- 3.2 And poor discipline is forcing good people out of the classroom. Two thirds of teachers say that negative behaviour is driving people out of the profession<sup>27</sup>, and the most frequent factor cited as a cause of classroom stress is pupils' lack of respect towards teaching staff<sup>28</sup>: in 2007, almost 18,000 pupils were permanently excluded or suspended for attacking a member of staff<sup>29</sup>. Only around half of teachers believed that there was appropriate support available in their school for teachers struggling to manage pupil behaviour<sup>30</sup>. Far too many teachers are also exposed to false or even malicious allegations of misconduct by pupils or parents<sup>31</sup>.
- 3.3 For parents and the majority of well-behaved pupils, good behaviour in school is important to their future success. Pupils have the right to come to school and focus on their studies, free from disruption and the fear of bullying.
- 3.4 For all these reasons, we need to act to restore the authority of teachers and head teachers, so that they can establish a culture of respect and safety, with zero tolerance of bullying, clear boundaries, good pastoral care and early intervention to address problems. As a last resort, head teachers need the ability to exclude disruptive children and to be confident that their authority in taking these difficult decisions will not be undermined.
- 3.5 We must also address serious issues of inequality – both black boys and pupils receiving free school meals are three times more likely to be excluded than average<sup>32</sup>. Giving teachers the power to intervene early and firmly to tackle disruptive behaviour can get these children's lives back on track. And by improving the quality of education for those children who are excluded we can ensure they are given a necessary second chance, and provided with the means to turn their lives around.
- 3.6 So we will:
- Increase the authority of teachers to discipline pupils by strengthening their powers to search pupils, issue detentions and use force where necessary.
  - Support teachers to challenge behaviour by legislating to grant them anonymity when accused by pupils and speeding up investigations.
  - Strengthen head teachers' authority to maintain discipline beyond the school gates and improve exclusion processes.
  - Expect head teachers to take a strong stand against bullying – particularly prejudice-based racist, sexist and homophobic bullying.

- Focus Ofsted inspections more strongly on behaviour and safety, including bullying, as one of four key areas of inspection.
- Change the current system of independent appeal panels for exclusions so that they take less time and ensure that pupils who have committed a serious offence cannot be re-instated.
- Ensure that all children being educated in alternative provision get a full-time education.
- Improve the quality of alternative provision by giving existing providers more autonomy and encouraging new providers – including new alternative provision Free Schools.
- Pilot a new approach to permanent exclusions where schools have the power, money and responsibility to secure alternative provision for excluded pupils.

### **We will increase the authority of classroom teachers and support them to discipline pupils appropriately**

- 3.7 We want all teachers to be clear about the powers they have to deal with disruption in the classroom and to have confidence in exercising their authority. Teachers tell us that they are not clear about what they can do, and that existing powers do not equip them to discipline effectively. So we will strengthen and simplify the existing position and powers, ensuring that teachers feel supported and protected when they address difficult behaviour.

### **We will strengthen powers to search pupils, issue detentions and use reasonable force where necessary**

- 3.8 Staff should be able to punish unacceptably poor behaviour immediately in the way that they think most appropriate, using their professional judgement and understanding of the child concerned. This should include being able to issue an immediate detention to take place on the same day. So we will legislate to abolish the requirement to give 24 hours' notice for detentions.
- 3.9 Teachers have been given powers to use force or physical restraint where necessary. They should feel able to remove disruptive children from the classroom, or indeed prevent them from leaving a room where that is necessary to maintain order. But many teachers fear the rules are not strong enough to support them. And in almost half of schools surveyed in 2006, over-cautious 'no-touch' policies have been put in place<sup>49</sup>. To ensure teachers feel confident in the exercise of their powers, we will strengthen the rules. We will issue a short, clear, robust guide on teachers' powers to use reasonable force and we will give schools greater discretion to decide on the most appropriate approach to monitoring the exercise of these powers.
- 3.10 We will strengthen the powers that teachers have to search for and confiscate items which may be dangerous or cause harm. Teachers already have powers to search for alcohol, knives and other weapons, controlled drugs and stolen property. This will be extended to include pornography, tobacco, and fireworks.

## **Appendix 14: Letter inviting participation in the first interview**

Dear

### **Re: Involvement in research project**

You will probably recall that whilst at [REDACTED] you completed two questionnaires for me as part of my doctoral research. I am now writing to ask whether, as you approach the end of your first year as a qualified teacher, you would be prepared to be interviewed as part of the next stage of this research. You have been selected for one or more of these reasons:

- The level of confidence you reported in relation to establishing and maintaining a good standard of behaviour in the classroom declined or remained the same in the two questionnaires
- The level of confidence you reported in relation to establishing and maintaining a good standard of behaviour in the classroom remained high in both questionnaires
- You identified the establishing and maintaining of a good standard of behaviour in the classroom as a priority for coverage in your PGCE and also for professional development when in post
- You did not identify the establishing and maintaining of a good standard of behaviour in the classroom as a priority for coverage in your PGCE or for professional development when in post

I would like to come and talk to you for about 30 - 40 minutes at some point between late June and the end of the summer term about your perspective now on the preparation provided by your PGCE course and your subsequent experiences in school that have influenced your practice and thinking in relation to behaviour.

An audio recording will be made of the interview and subsequently transcribed. At the transcription stage and in the writing up of the research within the thesis pseudonyms will be used. Care will also be taken to ensure that other information that could identify you or your school is removed.

I hope that involvement in the interview will also be of some benefit to you professionally in providing the opportunity to reflect on your experiences in your first year as a teacher and consider how you have developed since you left the university.

I would be grateful if you could complete the attached form, indicating whether or not you are happy to be interviewed and providing contact details. If you agree to be involved you will be contacted by me or one of the administrative team at [REDACTED] to arrange a convenient date.

Best wishes

Simon Ellis



## **Appendix 15: Information sheet for the first interview**

Dear

### **Re:- Research interview**

Thank you for agreeing to take part in this research interview. As you are aware, this is part of my doctoral research exploring the development of teachers' thinking and practice in relation to behaviour during the early years of their careers. You are one of eight case study participants being interviewed.

#### The Interview Process

- The interview is likely to last between 45 and 60 minutes.
- The interview will take place at your school or another mutually convenient location
- This interview will be recorded through the use of an audio recorder for research purposes. The recordings will subsequently be transcribed. The transcriptions may be used in appendices within the thesis and some verbatim quotes used within the main text.

#### Confidentiality and Anonymity

- At the transcription stage and in the writing up of the research within the thesis pseudonyms will be used.
- Care will also be taken to ensure that other information that could identify you or your school is removed.

All data and personal information will be stored securely within [REDACTED] premises in accordance with the Data Protection Act 1998 and the University's own data protection requirements.

#### Your right to withdraw

If you have any questions or concerns about the nature, procedures or requirements for participation do not hesitate to contact me in advance or at the start of the interview. Should you decide not to participate, you will be free to withdraw at any time without having to give a reason. In this eventuality you may also request that any data already provided is removed

Kind regards,

Simon Ellis



## **Appendix 16: Information sheet for the second interview**

Dear

### **Re:- Research interview 2**

Thank you for agreeing to take part in this research interview. As you are aware, this is part of my doctoral research exploring the development of teachers' thinking and practice in relation to behaviour during the early years of their careers. You are one of seven case study participants being interviewed.

#### The Interview Process

- The interview is likely to last between 45 and 60 minutes.
- The interview will take place at your school or another mutually convenient location.
- The interview will be based around three video extracts that we will watch in the session. I will send these to you in advance in case you wish to view them in advance.
- Questions will focus on your views on the practice depicted within the extracts.
- This interview will be recorded through the use of an audio recorder for research purposes. The recordings will subsequently be transcribed. The transcriptions may be used in appendices within the thesis and some verbatim quotes used within the main text.

#### Confidentiality and Anonymity

- At the transcription stage and in the writing up of the research within the thesis pseudonyms will be used .
- Care will also be taken to ensure that other information that could identify you or your school is removed.
- All data and personal information will be stored securely within [REDACTED] premises in accordance with the Data Protection Act 1998 and the University's own data protection requirements.

#### Your right to withdraw

If you have any questions or concerns about the nature, procedures or requirements for participation do not hesitate to contact me in advance or at the start of the interview. Should you decide not to participate, you will be free to withdraw at any time without having to give a reason. In this eventuality you may also request that any data already provided is removed.

Kind regards,

Simon Ellis





## Appendix 17: Information sheet for the third interview

Dear

### Re:- Research interview 3

Thank you for agreeing to take part in this research interview. As you are aware, this is part of my doctoral research exploring the development of teachers' thinking and practice in relation to behaviour during the early years of their careers. You are one of seven case study participants being interviewed.

#### The Interview Process

- The interview is likely to last between 45 and 60 minutes.
- The interview will take place at your school or another mutually convenient location.
- One section of the interview will be based around an extract from the 2010 Education White Paper *The Importance of Teaching*. You will have the opportunity to read this in the session but I will also send you copy that you can read in advance if you prefer.
- This interview will be recorded through the use of an audio recorder for research purposes. The recordings will subsequently be transcribed. The transcriptions may be used in appendices within the thesis and some verbatim quotes used within the main text.

#### Confidentiality and Anonymity

- At the transcription stage and in the writing up of the research within the thesis pseudonyms will be used.
- Care will also be taken to ensure that other information that could identify you or your school is removed.
- All data and personal information will be stored securely within [REDACTED] premises in accordance with the Data Protection Act 1998 and the University's own data protection requirements.

#### Your right to withdraw

If you have any questions or concerns about the nature, procedures or requirements for participation do not hesitate to contact me in advance or at the start of the interview. Should you decide not to participate, you will be free to withdraw at any time without having to give a reason. In this eventuality you may also request that any data already provided is removed.

Kind regards,

Simon Ellis



## Appendix 18: Example of an annotated interview

### First Interview with 'Sarah' (respondent 152)

5	INTERVIEWER: Ok, so thinking now about the start of your training. You identified what you thought you needed to learn in order to increase your confidence in establishing and maintaining a good standard of behaviour. And the things you identified as important then were: Some stock phrases or methods for keeping noise down, calling out et cetera in check, while allowing the lesson to progress smoothly, and also how to handle specific instances of bad behaviour. So do you think you were right when you identified those as things you needed to learn about in training?	
10		
15	Sarah: Yes.	
	INTERVIEWER: So they still remain the significant ones?	
20	SARAH: They are. ]	Comment [S C1]: Affirmation of the importance of knowing some stock phrases. Knowledge, Skills and Understanding
	INTERVIEWER: Yes. On your course, did you learn about those?	
	SARAH: If you mean on the course as in, in college, no.	
25	INTERVIEWER: Right.	
	SARAH: On my teaching practice placements, yes, to a certain extent.	Comment [S C2]: Distinction made between University based elements and learning on placement. Process of Learning
30	INTERVIEWER: Right.	
	SARAH: But I continued to learn more, a lot more, since I started teaching properly.	Comment [S C3]: Learning from doing the job. Process of Learning
35	INTERVIEWER: Ok, and you mentioned about how to handle specific instances of bad behaviour. Can you tell me a little bit more about what you meant by that phrase, specific instances of bad behaviour?	
40	SARAH: For instance when you're teaching children on the carpet and there's a persistent, a child who persistently calls out, or chooses not to do something you've asked them to do, and you have that stand-off situation where you could choose to ignore them, but then that would mean that they've won, but it's getting in the way of you teaching. So you have to find some way of dealing with it quickly and in a way that doesn't disrupt the children too much but also doesn't let them see that you've given in. So it's that kind of thing. ]	Comment [S C4]: Language of winning and 'stand off'. Combination of professional and more personal justification for strategy selection (not ignoring) – respectively 'getting in the way of you teaching' and 'that would mean they've won'. Individual interpretation
45		Comment [S C5]: General indication of behaviours she has in mind. Concern is with non compliance, getting in the way of teaching. Concern about behaviour
	INTERVIEWER: Right.	
50	SARAH: That kind of behaviour.	
	INTERVIEWER: Ok. And again, thinking back, are there things you can identify now with the benefit of hindsight, that would have been beneficial to learn about on your training?	

55	SARAH: Yes. I would have loved to have had more sessions in college specifically on behaviour, specifically on, things like how to use your voice, how to use, literally those phrases, things that I have picked up now from teaching, but I wasn't equipped with when I started teaching a year ago. I don't think that in college we got enough of that.	Comment [S C6]: Direct statement on preparedness. Perception of preparedness
60	INTERVIEWER: Right.	Comment [S C7]: Limited contribution of University Process of Learning
65	SARAH: So sessions on specific use of voice, specific phrases you can use, specific behaviour management techniques. And I realise that that must be difficult to teach because every school has different systems for behaviour management. I'm realising that now that you don't know until you start teaching what the system is. Whether you should be sending children to the head teacher, whether you should be sending them to the classroom next door, whether you should be doing this or that. However there are some generic things that I think would have been useful to have learnt.	Comment [S C8]: Emphasis on more but does provide some detail (use of voice, phrases), so beyond a simple assumption that more is better. Knowledge, Skills and Understanding
70	INTERVIEWER: You've partially answered this, you said that you expected to learn about these things almost entirely in school, you actually wrote I don't expect any of it will be learnt in college except from the point of view of behavioural policies and the law, but not techniques et cetera. Was that right that that was how you did that learning, that it was almost entirely in school?	Comment [S C9]: Recognition of the difficulties in achieving universal preparedness in light of the diversity of schools. Her point also raises issue of what is the core knowledge necessary that will be transferable Context and Knowledge skills and understanding
75		Comment [S C10]: Recognition of applicability to context. Context
80	SARAH: Yes. Obviously from that answer I must have expected it to be learnt in school. Looking back it would have been useful for some of it to have been, for it to have been a sort of a joint effort between school and college, so to have learnt techniques in college which then could have been applied in school and so on.	Comment [S C11]: Expectation almost from starting out on the PGCE course was that school would be where the learning about behaviour would be done. Process of learning
85	INTERVIEWER: It sounds like you were fairly, you had quite a clearly formed view that that's how you would gain that sort of information even before you started. Was there a particular reason why you came to that view, that you wouldn't really get very much in the University, but you would get the majority in schools?	Comment [S C12]: Implication from comment is that it was not experienced as a joint effort. Recommendation on the link between University and school based elements. Process of learning
90	SARAH: I wonder whether it's when I filled that in, by then we'd had a few weeks in college and had started to realise that college was very much about, we had lessons on literacy, lessons on maths, lessons on science, subject based lessons. There wasn't as much on, there wasn't as much on things like behaviour, and that was by then probably quite clear.	Comment [S C13]: Impression that main learning on behaviour would happen in schools formed by early experiences. Process of Learning
95	INTERVIEWER: Yes. So were there any other sources of learning that you feel you would have benefited from that should have been present?	
100	SARAH: There have been other sources of learning that I have found useful, but not that I think necessarily should have been included in the course. Things like for example, Teachers TV, I've found watching that, watching clips on that have been really useful. Watching other teachers, talking to other teachers as part of my NQT year. But as for other things that could have been included in the course, it just would have been useful to have had some sessions of some sort on behaviour management.	Comment [S C14]: Less specificity than above in relation to context. Knowledge, skills and understanding
105	INTERVIEWER: Yes. Now looking at, just thinking about the sort of priority you set around behaviour. In the first questionnaire, you put establishing	Comment [S C15]: Context as a source of learning (watching and talking to other teachers. Process of learning and Context



110 and maintaining good standards of behaviours, top 5 priority for coverage  
on your PGCE course, in fact you actually placed it as your number one  
priority.

115 SARAH: So what was that that I placed number one?

INTERVIEWER: Establishing and maintaining a good standard of  
behaviour.

120 SARAH: Yes.

INTERVIEWER: Also at the end of your course it remained a top five  
priority for CPD. So can you just tell me why it was such a priority for you?

125 SARAH: And still is, yes. Because I think, and this has been confirmed from  
having taught for a year, that you can't teach anything unless the  
behaviour's good. It doesn't matter how well planned your lessons are, it  
doesn't matter how interesting the subject is, you, they won't learn as much  
as they should if even just two or three children are behaving badly or  
disruptively. So I, it's still top of my list maintaining good behaviour, so that  
130 you can then teach effectively. So that's really why.

INTERVIEWER: So just as an aside, do you think your tutors at university  
would have subscribed to that same view, or do you think that they had a  
different view, because it sounds like they didn't cover so much around  
135 behaviour, and yet you're saying it's very important.

SARAH: I wonder whether it's, whether there's a, whether the course is  
meant to be, that the college stuff is the subject teaching, the content, and  
techniques for teaching, whereas the whole point of the teaching placement  
140 is that you learn all that behaviour management there.

INTERVIEWER: Yes.

145 SARAH: I wonder whether that's the thinking and I can see the sense in  
that. So I think that possibly, it's not that the tutors had a different agenda,  
it's not that they don't think that behaviour's important, it's perhaps just that  
their remit is subject stuff, whereas we're sent into school to learn the  
behaviour stuff. Perhaps that's the thinking.

150 INTERVIEWER: Ok. Now just looking at the some of the reading and  
information that you accessed whilst you were on your training, I asked you  
a question about any sources you'd identified and gave you a list to choose  
from. From the list I gave you, you identified Chris Kyriacou's Essential  
Teaching Skills.

155 SARAH: Yes.

INTERVIEWER: You gave it a three on its impact on your teaching and  
practice, so kind of mid range.

160 SARAH: Three out of five, yes.

INTERVIEWER: So can you tell me how you came to know of the existence  
of that text and how you chose it.

Comment [S C16]: She confirms that  
behaviour is a priority in her first year as a  
qualified teacher, just as it was in both  
questionnaires. Concern about behaviour

Comment [S C17]: Implies a separation  
of behaviour and learning by referring to  
the importance of getting the behaviour  
right in order to teach. An example of Sarah  
making sense of things – developing a  
personal rationale  
Individual interpretation

Comment [S C18]: Acknowledges a  
potential complementary role for University  
and school based elements Process of  
Learning. She has also made an  
individual interpretation of her  
experiences to form a view of how learning  
about behaviour takes place.

Comment [S C19]: Speculation on  
whether there was a plan or purpose to what  
she perceived to be a lack of coverage of  
behaviour management Process of  
Learning. Also some Individual  
interpretation as she reflects on  
experiences and speculate that might have  
been deliberate plan behind what she sees  
as limited coverage.

165	SARAH: Yes, when I got the place on the PGCE, a couple of friends who had done a PGCE just gave me all their books, and that was one of them. That's why I read it, out of the ones this friend gave me this looked like the most accessible. A lot of the others that she gave me were much more	Comment [S C20]: Accessibility as a reason for choice. Process of learning
170	subject content type, and that was one that seemed to be a sort of generic behaviour related text so that's why I read it, and I found it very accessible.	Comment [S C21]: Chance nature of learning about behaviour – the book she read happened to be in a set of books friend gave her. Also interesting that the friend presumably perceived little need to keep these books after completing the PGCE. Process of learning
175	INTERVIEWER: So really you accessed that because it happened to be in that collection, it wasn't that you were particularly looking for a piece of information?	
180	SARAH: No. Well I was looking generally for things to read because I know we were advised by <name of University> to read at least a couple of texts on behaviour management, at least a couple of texts on literacy et cetera, and they did give us a reading list. I don't know whether that particular book was on the list, all I, my only reason for reading it was that we were told read some books, and then a friend gave me some books, so I thought that one, whether or not it was on the list I don't know.	Comment [S C22]: Sense of obligation, fulfilling University expectations. Not especially concerned what she read (i.e. didn't know if it was on the reading list), just that she met the expectation to read some books. Implication is that there is limited engagement with literature Process of learning
185	INTERVIEWER: Right, ok. One observation would be that you rated behaviour as a number one priority for coverage in your training, and yet from the list I provided, you only identified one source, there seems to be a kind of mismatch.]	Comment [S C23]: Degree of challenge from me. She doesn't pick up on this point directly – essentially that if behaviour was a priority why wasn't she more proactive in seeking out additional information? Process of learning
190	SARAH: Oh I see yes.	
195	INTERVIEWER: One source identified yet it was a high priority. Can you explain that?	
200	SARAH: Well the questionnaire was very early on so I'd done a little bit of reading before the course started. And actually if you look, I didn't do much reading, but the reading I did do was mainly to do with behaviour.	Comment [ES (24)]: Perhaps behaviour is not alone as topic where there was limited engagement with literature? Process of learning
205	INTERVIEWER: Oh right.	
210	SARAH: Well, to do with classroom management generally, that book was to do with general classroom issues. So in that sense there wasn't a mismatch because I had done more reading around general behaviour type things than I had literacy or maths et cetera.	Comment [S C25]: Acknowledges that she has not done much reading but proportionally she has done more on behaviour. Process of learning
215	INTERVIEWER: Because in the second questionnaire, and this was the one done at the end of your training, and I gave you a range of options here and this wasn't an exhaustive list, there were plenty of other books on behaviour, and it could well have been that you didn't access any of those, but you accessed others.	
	SARAH: At the time no, I hadn't read others, just because the PGCE is so full on that there wasn't time to do additional reading I found. I've read books since, I hadn't heard of this person Bill Rogers.	Comment [S C26]: Fast paced nature of PGCE course is barrier to engaging with literature. Process of learning
	INTERVIEWER: Oh Bill Rogers yes.	



220	SARAH: At the time when you gave me this I hadn't heard of him, but I have now. I've dipped in to at least two of his books which a colleague has lent me, and no I haven't read any others but...	Comment [S C27]: Chance element – a colleague lent her the books. Process of Learning. This point also demonstrates the role of Context – she only encountered this writer because he was known to colleague in that particular school.
225	INTERVIEWER: Having said, Bill Rogers is a key figure in the behaviour management field. So my question is, would it have been useful to have been given that name early on in your course to have accessed some of this, or does it only make sense when you're in the classroom?	Comment [S C28]: Issue of criticality in the selection process – only one author read, not accessing other perspectives. Process of learning
230	SARAH: I think partly the latter, it does make more sense when you're in the classroom, it's difficult to visualise all the things he's talking about when you haven't had your own class, but also, if I'd been given that name three weeks into the course, would I have gone and got that book from the library? No, because I was too busy.	Comment [S C29]: The strategies only make sense when you have some classroom experience. Process of learning and Context
235	INTERVIEWER: Yes.	Comment [S C30]: Fast paced nature of PGCE course as a barrier to independent engagement with theory/literature. Process of learning
240	SARAH: I don't think there was any opportunity for thinking because of how busy I was during the year, I couldn't have done more reading of that sort. So no, it wouldn't have been of any use, although it's a very useful text, if only I had time to read it.	Comment [S C31]: Fast paced nature of PGCE course as barrier to independent engagement with theory/literature. Does not seem to be prioritised by Sarah in the general busyness of the course. Process of learning
245	INTERVIEWER: Ok, I'm going to show you now a list of books from the Amazon website with their accompanying blurb. You've mentioned, or we've mentioned, Essential Teaching Skills already. If you just cast your eye over that list, clearly in reality if you were choosing a book you'd probably spend a lot longer over it than this, but just glancing your eye over that, are there any that you're drawn towards as one that you might be interested in pursuing. Are there any that you'd perhaps think I'd probably steer clear of that one based on this information?	
250	SARAH: Ok, here's one I've heard of, <i>Getting the Buggers to Behave</i> , that's been recommended to me so that one I would actually have picked it up off the shelf and thought about buying it, and didn't for one reason or another, but that one I would definitely read. It gives the impression from the title that it's accessible, and so I'd go for that. Having had a fairly difficult first year, that one about surviving and succeeding in different classrooms does appeal.	Comment [S C32]: Points to chance element – depends on what the people she encounters recommends. Process of learning
255	INTERVIEWER: This is the one.	Comment [S C33]: Accessibility as an important factor in the selection of literature Process of learning
260	SARAH: That's the one I already do have a copy of and probably would dip in to again. In fact, I think now that I've taught for a year, reading that now would be more useful than it was when I read it before even starting the PGCE. This one, <i>Managing Very Challenging Behaviour</i> , probably I'd steer clear of because I don't think that quite matches with what I've, that's the kind of book I imagine you would read if you specifically needed that kind of thing rather than it being a generic read.	Comment [S C34]: Strategy selection based on need in. What she might choose to access is related to a particular Context. This could suggest that the Process of Learning is very much needs led, based on current situation.
265	INTERVIEWER: Right.	Comment [S C35]: Makes the point that strategies only make sense when you have some classroom experience. Process of learning but also Context as this may determine the classroom experiences.
270	SARAH: So I'd avoid that one unless I particularly had a very challenging classroom. I'm less interested in this, <i>Behaviour in Schools</i> , because it sounds like it's more theoretical, and really what I want is practical tips, that's really all I'm after. I don't want to have to read a lot to then have to	Comment [S C36]: Selection based on context – title does not imply it is applicable to the pupils she's teaching so she would not choose. Process of learning



275	figure out how that translates into practical. I almost want to be given a list, I want to be spoon fed really if I'm honest.	<b>Comment [S C37]:</b> Her interest is primarily the practical, theory has little to offer. Honesty in summing up what she wants. <b>Process of learning</b> . Also some implications for what she views as the necessary knowledge, skills and understanding at this point in her career – it is in the form of practical tips.
280	INTERVIEWER: Ok. I suppose that's an interesting comment in a way, I mean, do you envisage a stage where you would want more than that? Are you seeing that notion of being spoon fed as something that's a feature early in your career, but later you would want to engage in something like that or not?	
285	SARAH: Not really, that to me is like, that's a bit like academic, it sounds to me, if I was wanting to do a PGCE, sorry a PhD or something, that would be the kind of thing, but all I want at the moment is practical advice and practical ideas, and I don't think that will change unless I particularly chose to look more into the theory of behaviour, or want to study more, which I don't at the moment, all I want to do, and all I can see myself wanting to do for the next several years is just becoming a better classroom teacher. And whilst it might be nice to try to understand all the ideas behind behaviour theory, that's not what's motivating me at the moment, it's just being better in the classroom.	<b>Comment [S C38]:</b> Clear comment on the role of theory. Indicates it might only be relevant if pursuing something additional – not a necessary part of becoming a better teacher. Emphasises the practical – interesting that she gives the 'extreme' example of PhD as level at which more theoretical material might be necessary. <b>Process of learning</b>
290	INTERVIEWER: Ok. We'll move on to a set of questions now around the confidence ratings you gave yourself in the two questionnaires. So your level of confidence in your ability to establish and maintain a good standard of behaviour in the classroom. That rose from a rating of six in the first questionnaire, to a rating of eight in the second questionnaire.	<b>Comment [S C39]:</b> Links her views to her personal aspiration 'being better in the classroom'. Understanding almost as a 'luxury' ('it might be nice') but not essential in becoming better in the classroom. <b>Individual interpretation</b>
300	SARAH: Out of 10.	
	INTERVIEWER: Eight out of 10. So it displayed an increase, so can you tell me a little bit about why that increased across the course of your training.	
305	SARAH: Well I think the first questionnaire was filled in before we'd even had a teaching placement and I had no concept of how well I would handle a class, I had no idea. All I'd ever done before was observe before the PGCE started. So I could not have said with any confidence, that six was probably just a guess.	<b>Comment [S C40]:</b> Influence of direct experience on rating – doesn't know whether she will be able to handle behaviour or not. <b>Concern about behaviour</b> . Interesting point about the use of questionnaires 'that six was probably a guess'. Can a personal confidence rating be 'a guess'? – Implication is that something else (e.g. perceived competence) is recorded through her rating. <b>Individual interpretation</b>
310	INTERVIEWER: Yes.	
315	SARAH: Because I couldn't say, I probably, I really wasn't in a position to answer it in a way. So it leapt up to eight, purely because after having done two teaching practices, I realised that I could control behaviour to a certain extent, and that's why I put eight.	<b>Comment [S C41]:</b> Confidence is dependent on controlling behaviour. There is contextual element – experiences on the placements led to the feeling of confidence, could different experiences on placements have shaken this confidence? <b>Context</b>
320	SARAH: No memorable events, but just some memorable children who tried and tested my behaviour management skills over the course of the second placement in particular, a year two class. It was a constant daily, I don't want to say struggle, but a constant daily challenge to keep these children, to stop these children from disrupting lessons.	<b>Comment [S C42]:</b> Importance of context. Encounters with particular groups (that other trainees may not encounter) influenced confidence. <b>Context</b>
325	INTERVIEWER: And how did you know that you were doing ok with them? To feel yes I am doing quite well here, I...	

330 SARAH: I think if I felt that the rest of the class did learn, and the lessons  
went as I planned, as I wanted them to then I would feel as if I must have  
been controlling the children in order for that to happen. There were some  
examples of lessons that I don't think went well and I don't think that other  
children learnt as much as I wanted them to, and that was because of a  
335 small group of children who hadn't behaved well. But as a rule, for the  
majority of the time, I did feel as though I controlled those children well  
enough, controlled their behaviour well enough to be able to teach.

Comment [S C43]: She articulates her  
own framework for evaluating her  
competence based on the learning of others.  
Individual interpretation

INTERVIEWER: And, just thinking now, you've talked a little bit about this,  
340 you rated school based experience and school based mentor support as  
making a major contribution to your thinking and practice in relation to  
establishing and maintaining a good standard of behaviour. The taught  
elements of your course, so the university based elements, you rated that  
as a two out of five. Can you just tell me a little bit about the difference  
between those ratings?

345 SARAH: What was the rating for the school based?

INTERVIEWER: The school based, mentor support and school based  
350 experience, the bits really you were doing in school, school based  
experience, actual teaching practice you gave a five, maximum.

SARAH: A five, right.

INTERVIEWER: School based mentor support, so support in the school  
355 you gave as a four.

SARAH: Ok, yes.

INTERVIEWER: So quite high for those two.

360 SARAH: And that reflects actually what I said elsewhere about them...I just  
think that I couldn't say that the college based input was any higher than  
two because apart from a few little techniques that we picked up here and  
there, there was very little direct teaching about behaviour management.  
365 Probably the reason I gave it a two and not a one was, you know, because  
a lot of the teaching techniques that we were given, inevitably control  
behaviour...help control behaviour.

Comment [S C44]: Implication that  
learning was 'ad hoc' but direct teaching  
was what was needed. Process of learning

Comment [S C45]: Some  
acknowledgement that behaviour  
management is not distinct activity from  
teaching and learning. Individual  
interpretation

INTERVIEWER: Right.

370 SARAH: Even if they're not behaviour control techniques, inevitably good  
teaching techniques will mean that behaviour's better, so I think lots and  
lots of the ideas that we were given, especially in maths and literacy, maths  
and English sessions, meant that I did have a range of techniques that  
375 could control behaviour indirectly by engaging the children. But in school, I  
just found that invaluable, the process just of teaching was invaluable, just  
trying out different techniques, trying out different voices, observing other  
teachers, talking to my mentor in school, just hugely helpful. Being  
observed and then being given advice. All that kind of stuff, just was  
380 invaluable.

Comment [S C46]: More detailed  
acknowledgement that behaviour  
management is not a distinct activity from  
teaching and learning. Individual  
interpretation



	INTERVIEWER: So is there anything that the training provider, the university, could do differently that would have improved your view of those elements?	
385	SARAH: Yes, specific teaching on behaviour management. Even to the point of having a whole series of lessons, in the same way as we had a whole series of art lessons.	Comment [S C48]: A call for behaviour management to be treated more like a foundation subject. A perspective on what she feels the Process of learning should be. As personal perspective comments on this subject also reflect Individual interpretation as she is reflecting on her experience of training and indicating what she thinks would have served her needs better.
390	INTERVIEWER: Yes.	
395	SARAH: And DT lessons. Have a series of five two-hour behaviour management lessons. As explicit as that. Because there wasn't, apart from, I'm racking my brain now but I think we had maybe a lecture, possibly a lecture, possibly we had something in our tutor groups. Something once. But that really is all that I can remember. I think a dedicated series of lessons on practical techniques for managing behaviour would be hugely helpful. Maybe even watching a Teachers TV clip. Commenting on it, having ideas, trying things out. That kind of thing would have been great.	Comment [S C49]: Expansion of the idea of treating coverage of behaviour management in the same way as a foundation subject Process of learning
400	INTERVIEWER: In your first questionnaire, the one done right at the beginning of your course, you rated your confidence in relation to behaviour as six, as we've said. You rated your confidence in relation to promoting pupil's learning as seven, and your confidence in your ability to teach a specialist subject as seven as well. Can you explain why even at that early stage behaviour was that little bit lower?	
405	SARAH: I think just because there's something very unknown and unquantifiable about behaviour. You can't predict it, you can't plan for it, you've just got to react to it. And because you have to react to it, you have to have techniques up your sleeve that you can pull out at a split seconds notice and apply them. Whereas with something like your specialist subject, in my case maths, if you're confident of your subject knowledge and you've got a range of techniques you can apply to different ability groups, then you're half way there.	Comment [S C50]: Articulates a concern about the nature of behaviour generally it's to do with the unknown, unquantifiable nature and that you can't predict and plan for it. Concern about behaviour Comment [S C51]: A general comment on what you need to know in relation to behaviour. Knowledge, skills and understanding
415	INTERVIEWER: Right.	Comment [S C52]: She also reveal something about her personal beliefs about behaviour - it's unknown and unquantifiable so you can't predict or plan for it. Individual Interpretation
420	SARAH: You're not being as reactive, and you can plan more, prepare more for different scenarios, whereas with behaviour I think you're more, you are at the mercy of the children a lot more, and a need to react to them. So I think that's probably why, at that stage certainly when I hadn't done any teaching, I really couldn't say for certain how well I'd cope with it.	Comment [S C53]: 'At the mercy of' is an interesting phrase. It has connotations of being powerless or your experiences being dependent on another person. Individual interpretation
425	INTERVIEWER: So that was a bit about your confidence. Now if I asked you about your competence, at the end of your course, how would you describe, how would you view your competence in terms of establishing and maintaining a good standard of behaviour?	Comment [S C54]: She makes a link between confidence and coping. The implication is if she could predict that she could cope she would have rated her confidence higher. Concern about behaviour and Individual interpretation
430	SARAH: At the end of the course?	
	INTERVIEWER: Yes.	
435	SARAH: It was ok. I think I'd put myself at seven out of 10.	Comment [S C55]: It was her choice to use a ranking to describe her competence. Seven would seem to indicate a conscious decision to rate herself at the higher end rather than a middle position. Perception of preparedness
	INTERVIEWER: Ok, so seven out of ten, you'd be a seven on that.	



440	SARAH: I'd had two very different teaching practice experiences. One was a very unchallenging class in terms of behaviour, and the other was quite the opposite. And the year two class that was quite difficult was the second one. If I'd answered the question straight after that placement I might have said, well my confidence has increased because I didn't do a bad job, but I still felt that I wasn't, I didn't, I wasn't great at it.	Comment [S C56]: Competence judged in relation to experience, pointing to the importance of context. Feeling that she hadn't done a bad job with a difficult class increased her confidence. Context
445	INTERVIEWER: So, certainly the direct experience is informing your view of your competence, are there any other things that informed your view of your competence by the end of your course?	
450	SARAH: Comments, feedback from my observations was good, and I was given good feedback on my behaviour management. The fact that the children did appear to be learning what I was teaching them was a good indicator that behaviour wasn't... either was good in the first place or in the case of the year two class, ok hadn't been great, but I'd managed to control it in order that they could learn. Yes, that's it I'd say.	Comment [S C57]: The importance of judgements made others. Process of Learning
455	INTERVIEWER: Ok. Going back to issues of confidence now, this time last year, well when you finished your course basically, you rated yourself as an eight for confidence in relation to establishing and maintaining a good standard of behaviour. Where would you rate yourself now that you've had a year in post?	Comment [S C58]: Appraisal of competence is based on ability to control behaviour in order for pupils to learn. Individual interpretation
	SARAH: Confidence or competence?	
	INTERVIEWER: Confidence.	
465	SARAH: Confidence. I'd say still eight. Although I feel more confident, I'm surprised I put eight actually, then. I feel like eight now, although I have increased in confidence.	
470	INTERVIEWER: A different kind of eight?	Comment [S C59]: This points to the limitations of confidence ratings alone as a measure. Does the comment suggest that you become aware of how much there is still to learn once you start teaching. There is an issue that questionnaire was done at the end of a 'journey' - they knew they had successfully completed their PGCEs. Perception of preparedness
	SARAH: Maybe my idea of what an eight means has changed, but eight to me sounds like how I feel now. I don't feel in retrospect like I was an eight then really.	
475	INTERVIEWER: So you said you're an eight still. So what sorts of things need to happen or could you do to move yourself up to a nine?	
480	SARAH: Well I've had a difficult year this year in terms of behaviour. I've had a challenging class with some very, very challenging children, who I think I coped ok with, but...she's going to try again... I think perhaps I was naïve when I started this year and I thought that if you manage behaviour well, that means you will eradicate bad behaviour. I thought good behaviour management meant that over the course of the year, by the end, they wouldn't be behaving badly. I think I've realised now, that with some children, all you can ever do is manage their behaviour, it will keep occurring, but you just have to have a way of coping with it when it happens, and I think to be, still at the back of my mind I'm thinking actually I could eradicate the bad behaviour if I have really good behaviour management techniques. So to be a nine, or a ten, a nine, I think I really would need to see that my behaviour management was then decreasing	Comment [S C60]: Reflects on her own assumptions about behaviour and how she is modifying these to an extent. Individual Interpretation

the bad behaviour so I'm not just reacting to it each time it happens, I'm somehow, cumulatively over time, I'm somehow managing to decrease it. And with these particular children in my class this year who have been challenging, I don't think I can honestly say that their behaviour got better over the year, I perhaps got better at managing it so each time it occurred I could cope with it more quickly and more easily, but it didn't result in it being any less frequent. So that I think would be what I'd love to do. To be able to have some techniques that then resulted in particular children's bad behaviour decreasing.]

**Comment [S C61]:** Rationalising concern over behaviour. Developing a view that her competence is dependent on how well she manages the behaviour when it occurs rather than the behaviour of these individuals improving. But aspiration is still to be able to address aspect. Concern about behaviour, Perception of preparedness

INTERVIEWER: Ok. In the questionnaires I gave you a list of behaviours and asked you to kind of think about the predicted frequency with which they occur and your level of confidence. Basically if I compare the two, the frequency, there's a little bit of change. Confidence again there's a little bit of change, slightly strengthening of confidence. But if I give you now the second questionnaire that you filled in, if you just glance over the list of behaviours, is that about right do you think in terms of predicted frequency, or do you think you over or under estimated?

SARAH: So this is me predicting for this year?

INTERVIEWER: For this coming year, the year you've just done. You don't necessarily need to go through each one in turn, but does that seem a reasonable sort of spread or are there behaviours that jump out there where you feel that...

SARAH: Let me just get my head round these numbers. So]..

INTERVIEWER: One is probably you think you're going to see it at least twice a week, maybe even on a daily basis.

SARAH: Oh, five is...

INTERVIEWER: Five is unlikely, I may encounter this once or twice in the course of my year in school.

SARAH: Ok.

INTERVIEWER: And five is high confidence.

SARAH: Ok, I'm looking at both of these. High, yes, yes, loads of that. Ah, I thought that would be frequent.

INTERVIEWER: Ok, so physical aggression towards other people you thought that was going to be high frequency.

SARAH: Yes, I wonder why I thought that, it hasn't been.

INTERVIEWER: No. And in fact actually when you did that questionnaire, you moved it up one place from what you thought at the start of your training.

**Comment [S C62]:** Reality has resulted in lessening of concern. Perception of preparedness

SARAH: Ok.

INTERVIEWER: But you think perhaps that's lower than that?



550	SARAH: Well actually I have, I've got a particularly challenging class this year just gone, with a couple of boys who do this kind of thing, but still not, still not that frequent. So I am surprised that I put that actually.	Comment [S C63]: Considers experiences but still comes to conclusion her estimate of frequency was too high. Reality has resulted in lessening of concern. Perception of preparedness
	INTERVIEWER: Yes.	
555	SARAH: It's pretty ok, verbal abuse towards me, that's pretty infrequent. Yes. I think that's reasonable here, I'm surprised by that one.	
	INTERVIEWER: The physical aggression towards each other.	
560	SARAH: How frequent I thought that would be. It hasn't been. As for my level of confidence.	
	INTERVIEWER: The physical aggression towards others is interesting because you gave it quite a high frequency, but quite a low confidence.	Comment [S C64]: Generally saying that based on experiences this year that she predicted too high a frequency for the more serious behaviours on the list. Concern about behaviour
565	SARAH: Yes.	
	INTERVIEWER: Do you think that's quite... has the confidence changed as well?	
570	SARAH: No, I still feel like that. I still feel like, the kind of aggression I'm thinking of and I'm thinking of a couple of boys in my class who do this, and one girl. Suddenly out of the blue there'll be a kaffuffle, and almost a fight, not quite, but there have been minor fisticuffs in the classroom on a couple of occasions, and I don't know how to cope with that, not really. I mean I	Comment [S C65]: Specific behaviour causing concern. Even though it does not happen as often as she predicted it is a concern when it does. Concern relates to the management of individuals not classroom behaviour management. Concern about behaviour
575	think I stay calm, I don't want them to see me looking flustered, however I don't really know what to do if I'm honest about it. So that low level of confidence really hasn't changed. No it hasn't changed. I feel quite confident that I can look unflustered, I do quite a good job of that, but I don't feel confident that I am always doing the right thing, the best thing, no.	Comment [S C66]: Nature of concern expressed. This relates to how she appears and conducts herself. Concern about behaviour but also links to Perception of preparedness
580	Perhaps I should be marginally more confident now because I know what my school policy is. I know that we're not supposed to physically intervene, I know all the things that we're not meant to do, the things we are meant to do, physically restrain a child only if they're hurting themselves, hurting someone else etc. But still, I think that is still fairly accurate. This very low level stuff I can cope with ok. Still very irritating but (some indecipherable comments).	Comment [S C67]: Importance of understanding school policy and feeling that it is supportive/helpful. Context
585		Comment [S C68]: Perception of preparedness - 'This very low level stuff I can cope with ok'
	INTERVIEWER: Yes, this not being punctual, you gave that quite a low rating of confidence there.	
590	SARAH: Yes. I think maybe because I didn't know. Yes, I'm still not sure if I would change that. I think that's because not being punctual, as in the morning when they come in, first thing in the morning, that almost feels like it's not the child's fault, it's their parents getting them there late, and it's not	
595	like a behavioural issue in school that you can sort out there and then, it feels like something that needs investigating. Why is that child walking in at quarter past nine? Is it their fault, or has Mum or Dad brought them in late, that's why.	Comment [S C69]: This raises the issue of predictability and control, she does not perceive that she has much control over issues of punctuality and so confirms the low confidence rating. Concern about behaviour

600	INTERVIEWER: So it's almost like you could manage the behaviour if someone arrived late after you've started the lesson, but it's the why have they arrived late and dealing with lateness as an issue.	
605	SARAH: Yes. Someone walking in late after playtime, that's the child's fault, and I can talk to them, that's different, it's that morning lateness or. Again, same thing here, physical aggression towards me has never happened thank goodness, but I would be at a loss as to what to do I think I would need to wing it and think on the spot. This has happened, verbal abuse, I have had that from a couple of children and I think I would change that now to be more confident. So that would be ok. But apart from that, I think it's reasonably accurate.	Comment [S C70]: Importance of predictability and control. Not knowing what to do is an issue. Concern about behaviour
615	INTERVIEWER: Ok then. You said that behaviour was a top five priority for professional development in your first year as a teacher. Have you undertaken any professional development activities in relation to behaviour this year?	
620	SARAH: Well, in the borough where I teach in London, Greenwich, they do, I don't know if this is typical of other areas but they... every week there's something.	Comment [S C71]: Local authority training as a source of learning. This is one of the few sources external to the school she is placed in. Process of learning and also Context
	INTERVIEWER: Right.	
625	SARAH: Something that you can attend. And I'm just trying to think if I've been to a specific behaviour one, I've certainly been to general ones about circle time and classroom time which touch on behaviour. I don't think I've been to a specific behaviour management one.	
630	INTERVIEWER: And I mean those ones that have touched on it, have they been useful?	
635	SARAH: Yes. Actually thinking about it, the circle time one was, it was billed as a behaviour management one thinking about it. Using circle time as a way of preventing rather than reacting to bad behaviour. And it was hugely useful. I took a lot from that one actually and have used some of the things that they talked about in that session. And the other thing that I find really useful, I've mentioned it before, is Teachers TV, the clips.	Comment [S C72]: Local authority training as a sources of learning. Process of learning
640	INTERVIEWER: Yes.	
645	SARAH: I love it. I watch lots of them to get ideas for all sorts. For subject teaching ideas, but also for little phrases, little, just little things that you can say, either to address behaviour or as part of general teaching. Things like body language, use of voice. I just find loads of the ideas on that really useful.	Comment [S C73]: Teachers TV as a source of learning. Process of learning. Also contains some points related to Knowledge, skills and understanding.
	INTERVIEWER: So when you use that, do you go searching for a particular topic or...	
650	SARAH: Sometimes, sometimes I'll just, I'll type in, because you can search for certain things.	
	INTERVIEWER: That's right, yes.	



655 SARAH: I'll type in something like "NQT advice", sometimes, or I might type  
in something like "behaviour management" or I might be thinking about a  
particular subject, like "PE ideas" or history or something, and then  
research what comes up, and then I'll watch whatever grabs me really. So  
660 sometimes I'll search for something in particular and sometimes I'm a bit  
more open.]

Comment [S C74]: Extends into an account of how she finds strategies and approaches. Process of Learning

INTERVIEWER: Is there any training or professional development activities you'd seek out for next year in relation to behaviour?

665 SARAH: Well because I'm part time, I've got two NQT years really.

INTERVIEWER: Right yes.

SARAH: I'm not completely qualified until the end of next, of this academic  
670 year, so I've got another year of attending these things in Greenwich.

INTERVIEWER: Yes.

SARAH: So all the ones I missed this year just gone, and I missed quite a  
675 lot, I'll probably try to attend them. So whatever comes up I'll go to and  
won't specifically seek out ones on behaviour management, but if there's  
one there, I'll definitely sign up for it. Other than that, I don't plan to go to  
any proper courses, but I do completely intend to observe other teachers in  
680 the school. And that I'll be looking across the board, everything from  
classroom management to behaviour management and use of voice and all  
that kind of stuff. So yes, those are my two main things I plan to do and I'll  
continue to read, I'm reading my way through a couple of Bill Rogers books  
which I'll continue with. I'll continue to watch Teachers TV, videos and that  
685 kind of thing.]

Comment [S C75]: This points to importance of context, her learning being dependent on who is available for her to observe in her school. This could be quite parochial. Context

Comment [S C76]: Confirms that she is reading the Bill Rogers books lent to her and that she will continue to use Teachers TV. Process of learning

Comment [S C77]: Behaviour does not seem to be an especially high priority but she does indicate that she would 'definitely sign up' if a course was available. Seems to reflect the idea that behaviour is one of range of things she needs to learn about rather than a concern above all others. Concern about behaviour

INTERVIEWER: Ok, in the first questionnaire it gave you a brief scenario about a child turning round, causing others to giggle, and I asked you what you'd do about that. Your response at the time was that.

690 SARAH: Ok.

INTERVIEWER: With the benefit of a year's training you've had in university and then a year's teaching, is there anything else that you'd want to add or change about what you said you'd do there?

695 SARAH: Yes. I still would kind of do that, I wouldn't ask her to tell the class what she'd said.

INTERVIEWER: Right.

700 SARAH: Only because I'm very wary of doing anything that will cause, that will give them the option of saying no. And I'm wary of putting a child in a position where they're embarrassed, and they say no, and then I've got another situation to deal with. How do I deal with them saying no to a  
705 teacher? I'm more likely to, I definitely would start off with a very very low level reprimand, so a glance, or just briefly stop and then carry on. And I'd treat that as the first warning. I probably would then say her name or something slightly more obvious as a second warning. And thirdly I would say something like "I've asked you twice now to stop" or something, and

Comment [S C78]: Rationale is combination of concern for self and concern for the child. The comment relates to Concern about behaviour but there is also an element of Individual interpretation related to the significance attached to a child saying no to teacher



710	probably on that third time, I probably would give that child a choice, something like "I'm asking you to make a decision now, either you stop doing what you're doing and really focus on what I'm saying, or you can go and sit over there at that table". So that kind of thing, so giving them a choice, they're not going to say no to that because you're giving them a choice. And yes, so that's what I'd do now, and it's not that dissimilar.	Comment [S C79]: She articulates a least to most intrusive approach, as well as the need to offer the child choice. This is not dissimilar to her original response in the questionnaire but she has formalised it somewhat in the language that she uses. <b>Knowledge, skills and understanding</b>
715	INTERVIEWER: Ok, and you said how you judge whether your course of action was successful, based really on whether she'd stopped talking. Was there any other things you'd look for to judge whether you'd been successful in your course of action?	
720	SARAH: Not really. I think that is pretty much it. I suppose as long as she, the girl, stops whatever the behaviour is and others around her don't continue to look at her, as long as everyone is then focused on me, then that was a success I think.	Comment [S C80]: She has personal belief that the success is indicated by everyone's attention being focused on the teacher - this may be part of wide belief related to the teacher being in control and the central focus. <b>Individual interpretation</b>
725	INTERVIEWER: Ok. In the second questionnaire, you commented on the teacher's use of a whole class lunchtime detention, you said at the time, or you ticked the box that said you agreed with the comment "It's not a strategy to be used frequently but occasional use to make a point is ok". Would your answer be the same now?	
730	SARAH: Yes it would, yes. And I definitely agree it shouldn't be used too much. I think, I do know, some teachers do use that a lot but I used it once this year and there was such unhappiness amongst the children that had behaved well that I felt dreadful afterwards. I kept them in for one minute and I thought, those poor kids that haven't done anything wrong, and it was just two or three that had. So I think it is a technique to be kept up your sleeve, along with many others.	Comment [S C81]: She displays empathy here. She can see how this might be experienced by some of the pupils and makes a judgment on its acceptability based on this. <b>Individual interpretation</b>
735	INTERVIEWER: But you'd basically go along with that occasional use to make a point but not frequent.	Comment [S C82]: She indicates that she would seldom use whole class punishments based on her own experience of using it and the pupil response. <b>Process of learning</b>
740	SARAH: Yes.	
745	INTERVIEWER: At the end of the questionnaire, you added the extra comment "I didn't feel we had enough teaching in college about behaviour management". We've talked about that a bit anyway, but with the benefit of a year's experience now, is there anything you think they could have added to your course?	
750	SARAH: Again, just I think, a dedicated series of lessons on behaviour management would have been hugely useful.	Comment [S C83]: Consistency in response - the sessions need to be dedicated. <b>Process of learning</b>
755	INTERVIEWER: So it's that dedicated bit that's the important thing.	
760	SARAH: Yes, it felt a little bit like we had, I can't remember now, one or two token sessions, which felt to me like they'd been slotted in because there'd been in previous years, or previous year's course feedback people had said they'd wanted it.	Comment [S C84]: The way this is expressed seems to accept as a given (cf. belief about feedback from previous cohort) the view that the what is offered in the University is insufficient and is in need of fixing in some way. The motive ascribed to changes portrays the University as unaware of the issue (the need was only noted in relation to student surveys) and unwilling/unable to do much about it ("one or two token sessions"). <b>Process of learning</b>
	INTERVIEWER: Yes.	
	SARAH: Well I think they still do, and much more than that.	



765	INTERVIEWER: Yes.	
770	SARAH: I think proper dedicated sessions where we're given techniques which can then be tried out in the classroom. <u>Things that, because I found the interplay between college and school really useful. I loved getting ideas at college and then trying them in school.</u>	Comment [S C85]: Still advocating this complementary role as a way forward. A degree of inconsistency though. In C12 she seemed to suggest this interplay did not exist, whereas here she seems to imply it was present. Perhaps the issue is that it was not, in her view, formally used – she just happened to get ideas at the University and then try them at school. Process of learning
775	INTERVIEWER: Yes.	
780	SARAH: So it would need, if there was behaviour management sessions, they would need to be early enough that you could then think, ok I'll try that, next week in school.	
785	INTERVIEWER: Yes.	
790	SARAH: <u>Or in that middle term when there's no teaching practice, that spring term, maybe then. When you've had a four week or a six week placement by then. You've had some ideas and then maybe some dedicated teaching on behaviour management. And then, and it could even be just like, just an idea, but people encounter different problems in, you could even have a session on, you could choose to go to different sessions, it could be something like a session on specific high level bad behaviour, specific instances with challenging difficult children, or you could have a session on low level. I don't know, it's just an idea, but that kind of thing you could, I would have found really useful.</u>	Comment [S C86]: She gives a general indication of the focus for sessions. Knowledge, skills and understanding
795	INTERVIEWER: Just looking back now over the year you've just done. <u>Any significant factors that have developed in your practice in relation to pupil behaviour?</u>	Comment [S C87]: She puts some detail on the potential complementary roles of school experience and the University based elements. Process of learning
800	SARAH: <u>Well I've had a challenging class this year, with I'd say four children that have specific behavioural needs, none of them are easy. And just having those four children has been a massive factor in developing my behaviour management skills. Working in a school where the staff have been hugely supportive, and no one is just left to get on with their own behaviour management by themselves. The head teacher will come in and sort the problem out, or another teacher will come in and help out if needs be. That kind of thing has been great because it means not only am I helped out by other teachers and staff, but sometimes I get to see other teacher techniques. So I'll be there when the head teacher is disciplining a child, so I get to hear his tone of voice, the phrases that he uses, the kind of, and I log it all away for use in the future. So that kind of thing, that it's a very supportive school, people aren't just off doing their own thing behind closed doors. Doors are literally all open, no one shuts their classroom door. So you hear other teachers disciplining, you hear the head teacher coming round the school getting involved, so for me that's been a huge thing as well.</u>	Comment [S C88]: She is indicating that you learn by experience. This highlights the importance of Context (learning is dependent on encountering a range of pupils) and also Sources of learning (i.e. you learn through doing the job)
805		Comment [S C89]: The importance of where you take up your first appointment is emphasised. Context
810		Comment [S C90]: Learning from observing other people. This does raise the issue of how a newly qualified teacher, with limited experiences to draw on, makes a judgement about whether the practice observed is good and should be emulated. Process of learning
815	INTERVIEWER: And thinking now about pupil learning and your subject teaching, are there any significant factors you've identified this year as influencing your practice?	Comment [S C91]: Importance of the school environment. The comments here point to the importance of Context. The supportive environment may also contribute to perceptions of preparedness and concerns about behaviour as presumably a teacher would be less concerned about behaviour and feel better able to cope if they do not feel they are on their own or left to their own devices.
	SARAH: Sorry, can you repeat that?	

820 INTERVIEWER: Yes, just looking back over this year, any significant factors that have developed your practice in relation to pupil learning and subject teaching?

825 SARAH: Ok, so this is nothing to do with discipline that, it's to do with subject teaching? The main thing, my specialist subject is maths and we had a couple of inset days from a BEAM consultant, do you know?

INTERVIEWER: I don't, no.

830 SARAH: I'm not sure if BEAM is something that's local to our area. I can't remember what it stands for.

INTERVIEWER: But it's an acronym, yes.

835 SARAH: Something to do with active and dynamic maths teaching rather than sitting down doing worksheets, so we had a couple of inset days from this BEAM consultant, who gave us tons of ideas about making maths more physical, kinesthetic, getting the children into the playground to make shapes and to do all these kinds of things, as much as you can in a kinesthetic way, and she was inspiring. And that's one of the main things

840 this year that I've changed about my teaching, tried to anyway. Got a long way to go but taken a lot of ideas from her not just for maths but for other subjects as well. How to make things more dynamic, make things more active. So my main change this year has been that really.

845 INTERVIEWER: So thinking about this year coming, what are your main priorities for development in relation to pupil learning and subject teaching?

850 SARAH: Well, my main thing, and this is something that's come out of my observations, when I've been observed, is that I need to make my lessons a bit more pacy.

INTERVIEWER: Right.

855 SARAH: So I'm going to try very hard to just keep the pace up a bit, and throw things in to speed, not speed things up but keep the children on their toes. As for subject content or knowledge, we had very disappointing SATs writing results this year, the year six results were really pretty poor, and so we've got a whole school focus on writing, and literacy generally, but writing

860 more specifically. And all of us have been focused on that, so that's my main focus in terms of content of teaching.

INTERVIEWER: So in terms of getting that speed or pacy, teaching around literacy particularly, where will you get that additional information and support in addressing those things?

865 SARAH: Well support partly from school itself, especially the literacy stuff because we're all in the same boat. So I think that's going to be a huge help with the teachers all doing the same thing, we've got a lots, we've been given lots of advice by the head teacher and the deputy head about to change our teaching slightly in monitoring progress and so on. I think I will go off and look at Teachers TV as usual, get some ideas from there, even if it's just some lesson, teaching ideas. The pacy thing, I think I know what I need to do, I just haven't done it. I know that I just need to inject a bit

Comment [S C92]: Interestingly she applies a similar approach to learning more about learning. It is from others in the school, or Teachers TV. Process of learning



875 more dynamism, dynamism? Dynamism? That thing, whatever the word is  
into my lessons and I know how to do that, I just haven't done it enough  
yet.

880 INTERVIEWER: Ok, so thinking about your school's behaviour policy and  
how it operates, could you just talk me through how that operations,  
particularly the bits you have responsibility for in the classroom. More or  
less from the child doing something you don't like, where do you go from  
there?

885 SARAH: Ok. I'm not sure if this is policy, but what most teachers seem to  
do is this three step thing. So the first thing could be, in some way  
acknowledge the behaviour three times, on the third time that's when the  
child has to make a choice between two things. So it might be a glance,  
then it might be a clicking fingers or a "stop that now" that kind of thing,  
890 third time is, again the idea is that you're giving them every opportunity to  
stop before you stop the lesson and speak to them directly. Third would be  
giving them a choice between, ok you need to stop that now or I'm sending  
you next door, or you'll go and sit over there, or you'll be going with the TA  
to do, that kind of thing. The choice thing is a big thing in our school, maybe  
895 it's a big thing everywhere, but we put a lot of emphasis on children  
choosing a course of action.]

INTERVIEWER: Yes.

900 SARAH: And really emphasising the fact that everything they do is a  
choice, so they're not accidentally behaving in that way, everything they do  
they've chosen to do. So that would be the third thing. Then after that, it's  
quite normal to, if the child doesn't choose to stop, which actually at that  
point they tend to, so that's where the consequence kicks in, it could be  
905 going to sit somewhere else, it could be sent to a different part of the  
classroom, it could be, if the behaviour was pretty bad, it could be being  
sent to the head teacher. We also, if something serious happens, or if  
there's a whole school policy on something like not saying no to a teacher  
or not, whatever it is, then we send for the head teacher. I don't do that  
often but either if the child has done something dangerous or something  
910 physical, something dangerous, or if the head teacher has said to us, right,  
I've noticed lots of children are saying no, and it's not acceptable, anyone  
who does that, first time, straight to the head. So then there'll be a drive on  
a particular kind of behaviour, so that's where he might get involved. Things  
915 that happen in the playground are often dealt with by TAs who do  
playground duty, or lunchtime supervisors. Often they don't even come to  
the teachers at all. Head teacher might get involved with those as well if  
they're bigger issues. Children may end up missing their playtime the next  
day, they may end up missing part of their lunchtime play. They may, and  
920 this has happened a few times with children in my class because I have  
some particularly difficult characters, they may be excluded for a day.]

INTERVIEWER: Yes.

925 SARAH: And that might be internal exclusion, involving sitting in the head  
teacher's office, or sitting in another teacher's classroom just doing nothing,  
or just doing something quietly, or they could be sent home if it's something  
more serious.

Comment [S C93]: This illustrates the potentially parochial element – she is learning what works here but does not know about applicability elsewhere.  
Context

Comment [S C94]: Though the question was about the policy this reveals more about how she learns from the practice of others in the school. Process of learning

Comment [S C95]: Although she previously indicated that she did not have particular awareness of the behaviour policy, she presents here as quite secure in her knowledge of how things work in her school. This may relate to Perception of preparedness as one interpretation is that if you know how things work, including your own responsibilities, then there is a predictability that may contribute to overall confidence in relation to behaviour. It is also relevant under the headings of Concern about behaviour, (as knowing the system may reduce concern) and Context (not all schools are necessarily like this)

930 INTERVIEWER: So I mean, that policy as it operates, do you find that satisfactory, is it ok as a policy?

SARAH: Yes, I do, I do, yes.

935 INTERVIEWER: Any reservations about any aspects of it?

940 SARAH: The only, I have some reservations I think, we are going to change a few things this coming year, but one of the reservations is that I don't know that I'm able to be completely consistent because sometimes, sometimes, the head teacher will say, oh why didn't you send that boy to me for that, that behaviour should have warranted being sent for. But other times I feel as if we're sending too many things to him, and actually we should be dealing with more stuff directly. So it's always difficult to know, is this something that I should send for him for or not. And if he says something like he did a few weeks ago, any child who says no to a teacher or to an adult, straight away, no second chance, they come straight to him. But some children say no in a very low key sort of way, and it seems silly to send them to the head teacher, you want to deal with it yourself, because you know you can. You just need to have a quiet chat with them, and that's sorted, rather than sending that child to the head teacher for something I think that can be dealt with. So there are some situations where I think we, I, and other teachers too, don't quite know exactly whether we should be dealing with it in house, or sending it to the head.

955 INTERVIEWER: So overall have you personally found it supportive as a policy?

960 SARAH: Very. I've found it hugely supportive, in fact I couldn't believe how supportive it was compared to my two PGCE teaching practice schools, I never felt like, it never felt like I needed a lot of support, extra support.

(Talks to child who comes in).

965 SARAH: I felt as if I didn't have any major behavioural issues on either placement. And I didn't ever need the head teacher to come and intervene or anything. Having said that, I don't think I ever saw the head teacher come round the classrooms, walk in, sit down with the children and just join in the lesson. Whereas my school now I love it, because you leave your door open, half way through the lesson the head teacher walks in, sits down on the carpet, joins in for 10 minutes, off he goes to a different classroom. Or he'll come in, just add his thought if you're talking to the children...he'll just chip in his thoughts, and I love all that, I really love it. And because of the openness and because other teachers will walk in in the middle of a lesson, and they'll put their two pence worth in, I find it very supportive, I really love it. And yes, it's been a huge support.

975 INTERVIEWER: Ok. Last couple of questions now. Just thinking back to last year when you'd just finished your training, do you think how you viewed teaching, and the prospect of taking up your first post as a newly qualified teacher as realistic? Realistic in your views as to what teaching would be like.

SARAH: Do you mean, sorry, when I got to the end...

Comment [S C96]: She appears to be trying to make sense of her stance on certain behaviours – looking for the predictability of knowing how to respond in given situation. Quite reflective – she has related the head teacher's statement to experience and is questioning whether rigid adherence is helpful. Individual interpretation linked to experiences in Context.

Comment [S C97]: Seemingly happy where she is. She seems to experience it as supportive. Context



985 (Bit of child commotion and comforting)

INTERVIEWER: Yes, I was just asking about whether your view of what teaching would be like was realistic when you finished your training?

990 SARAH: If anything, it, the PGCE gave me the impression it would be  
incredibly difficult. It hasn't been that hard. Partly because I'm part time, so  
I work three days a week and I find that quite manageable. But also, we  
don't need to do anywhere near the amount of assessments and paperwork  
and all the lesson plans and all that stuff which took a huge amount of time.  
995 We don't need to do, in my school, in some schools you still have to file all  
your lesson plans and all that stuff. We don't have to, so I don't find it  
anywhere near as time-consuming. I'm not up late into the night like I was  
on the PGCE. So I think I had an unrealistic view but in the other direction. I  
thought actually it's going to be harder than it really is. I also find that  
1000 because, on a teaching placement, you are teaching isolated lessons to a  
certain extent, you might be told ok, you can teach a maths lesson on  
Thursday, you can teach a science lesson on Monday, a stand alone  
science lesson on Tuesday. It's not part of a series, you're just giving that  
one lesson, and as you build up towards the end of the placement, you are  
1005 teaching quite a few lessons, but they're still stand alone in that you're told,  
right you've got four lessons and you need to do this maths lesson, this  
science lesson, this whatever lesson, and so you have to teach these little  
stand alone lessons, yet there's no overspill, you haven't got time to then  
pick up, mop up the bits that don't get done, whereas when you're teaching,  
1010 it doesn't matter if that lesson you only got half way through, it doesn't  
matter, you carry on the next week, or rearrange the next day, scrap maths  
the next day and just do science, you've got that flexibility because they're  
your children, and that makes teaching much less stressful because I found  
it stressful having to plan a lesson and bloody well fit it in because  
1015 otherwise you're not going to get a chance to do any more on that, and that  
was stressful, whereas real teaching I find much more relaxed, you can  
think half way through the lesson, actually we need a lot more time on that,  
let's scrap that other activity, we'll do that next week. So, easier I think.)

**Comment [S C98]:** Level of concern has decreased in relation to teaching generally. Concerns she articulates from her experiences on the PGCE though are not to do with behaviour. Concern about behaviour

1020 INTERVIEWER: So last question. Again with the benefit of this year's experience, if you were advising a trainee at the end of their university course, what sort of things would you say to them?

SARAH: Generally, or to do with behaviour management?

1025 INTERVIEWER: Well, any sort of factual information you'd impart to them, what would you sort of suggest as their main priorities? Or possibly just about general attitude and outlook that's good to adopt as you go into your first post.

1030 SARAH: Yes, let me think. Well the main bit of practical advice would be, I would say the main thing is, one of the main things is observe as many of the teachers as you can. I've been lucky because I have a job share partner, so I do have some times when I overlap with her so I can observe her, but if you haven't got that then observe other teachers during your NQT, or PPA time. Watch Teachers TV because that's the same as observing teachers. I would also so, for things like maths where you start every lesson with a mental starter, I would say have loads of them up your sleeve, so you can, if you have a five minutes free at the end of any lesson,

**Comment [S C99]:** Not specifically focused on behaviour. She is talking about other aspects of teaching. When put in position of talking more freely behaviour does not seem to be a dominant concern. Concern about behaviour

**Comment [S C100]:** Emphasises again the value of observing others. Context may be important as this will determine the others available to observe

Observing others and Teachers TV indicates Process of learning

There are implications for Knowledge, skills and understanding in relation to behaviour. After a year's experience (and as person who highlighted behaviour as a priority in the questionnaires) the advice she would give an NQT does not relate to behaviour. It relates to how the teacher can learn effectively (observation, etc) and lesson planning

1040 at the end of a science lesson, you can just do a quick little mental maths game. And I never had that up my sleeve when I was doing my PGCE, I just planned lessons, right we'll start with that starter, then do that, then do that, if I ended up with 10 minutes at the end of the lesson, I didn't know what to do with it, whereas as a real teacher, my advice would be, have lots of stuff ready, and maybe that happens naturally anyway, but then you've got a buffer, you've always got something to do, you never need to panic about the lesson suddenly finishing a bit early or whatever.

1050 INTERVIEWER: And is there anything particular about behaviour you would say?

1055 SARAH: I would say build a good relationship with parents, because I've found that to be hugely beneficial. When I, when we had our first parents evening which was about half way through the first term, behaviour, after that evening, suddenly got better, because every parent I'd given them a challenge for their child, sometimes the children were with them and other times not, but every child was given something they had to work on, and clearly the parents went home and talked to the children about it, and the majority of children were full aware what their personal challenge was. So I think, having a good relationship with parents, makes your life much much easier because they basically do part of the work for you, in a way, in terms of behaviour. And I think the other thing is probably common sense, but have very very high expectations, right from the first day. Something I haven't done this year, but I plan to do much more this coming year, is work on expectations right from the first day, so things like lining up to go out for assembly, going from the carpet to their seats, going from the carpet to somewhere else, all of that is done exactly as I want it, and if it isn't done right, they come back and they do it again. And if that means doing it three or four times, then so be it. I didn't do that this year, but I think it meant, it meant that towards the end of the year, sometimes things slipped a bit, and I thought well it's so late in the year now I'm not going to address that, but actually I think if I'd got it absolutely right from the start it would have been a bit easier. So that's my other bit of advice.

1075 INTERVIEWER: Just one supplementary I wanted to ask you based on a number of comments you made. You set a lot of store by what you see in schools, that sort of thing, and also what you see on Teachers TV, how do you know what you're seeing is good practice? How do you make that judgment that this is something that perhaps I should be adopting?

1080 SARAH: I suppose it's partly how the children react to whatever that thing is, if a teacher is keeping a class calm, and he's using particular phrases, or using a particular stance or body language or a tone of voice, and it appears that the children are calm, and they're learning and they're accepting, then that has to be a good sign. I suppose it's sometimes it's a gut feeling that that's a good phrase to say, that's a useful way of saying, maybe it's a useful way of saying something I've found difficult to say, like a, just a form of words that I think sounds good. If for the most part of it appears to be working, it probably is a good thing to do.

1090 INTERVIEWER: Ok, so that's the end of the questions from my point of view, before we turn off the tape, is there anything else you want to add about pupil behaviour, or your preparation in relation to pupil behaviour.

Comment [S C101]: Perhaps raises an issue for content of training – building relationship with parents as necessary area for coverage? . Knowledge, skills and understanding

Comment [S C102]: Relates to possible substantive content of training on behaviour. It is mainly about teaching and reinforcing routines. Knowledge, skills and understanding

Comment [S C103]: Broad indication of Knowledge, skills and understanding. Body language, tone of voice and repertoire of phrases are seen as important.

Comment [S C104]: Sarah appears to employ a personal framework in order to judge efficacy and appropriateness of the phrase Individual Interpretation

Selection of strategy is based on degree of fit with this framework Process of learning

Comment [S C105]: 'Gut feeling' – working on the criteria that it intuitively feels right. Individual interpretation

1095 SARAH: Preparation. Sometimes I, having got to know some of the children  
 in my class, sometimes I can anticipate a certain reaction or a certain  
 behaviour, so I can almost plan for behaviour in the same way I can plan  
 for a lesson, so then you end up with little phrases, little things you can say.  
 1100 Or you know full well that when I ask them to do this, that boy's going to  
 say this, I know it, I know he will. When I ask that girl to move to here, I  
 know she's going to kick off, so I'll try to be ready with something, in the  
 same way as you're ready with a normal lesson plan to react to certain  
 misconceptions, same thing with behaviour. So I would say that's one thing  
 that I've started doing. And another thing I think, the challenging children in  
 1105 my class I find things are easier if I try to bond, have a bond with them,  
 have a, build a relationship with them, if that means spending a bit of time  
 talking to a particular child or just trying to have a, you know, have informal  
 chats with them whenever I can about what they've done that weekend and  
 that kind of thing, I find that helps.

1110 INTERVIEWER: Ok, let's just turn off the recording.

END

**Comment [S C106]:** Her comments that follow are stimulated by a question on 'preparation'. She interprets this largely as being about how she prepares for possible behaviour incidents (i.e. predicts and plans). But it is possible to interpret her answers as a clue to what preparedness might mean for her. It may be to do with feeling able to predict and plan for more of the behaviour issues that she will encounter. **Perceptions of preparedness.**

**Comment [S C107]:** Importance of predictability. There are implications in relation to **Concern about behaviour** – it's not so bad if you can predict and plan for it.

**Comment [S C108]:** Reference to having phrases. Sarah is consistent in seeing this as important as it came up in the first questionnaire as something she felt she would need to learn about. **Knowledge, skills and understanding.**

**Comment [S C109]:** She highlights the importance of knowing pupils as individuals. This is knowledge that can only be acquired in a specific Context.

Also worthy of note is that she is drawing parallels with learning. **Individual interpretation.**

**Comment [S C110]:** Importance of relationships. This relates **Context** (relationships can only be formed through extended working in school) and **Sources of learning** (you can only practice relationship building with pupils in school).





## Appendix 19: Example of the collation of annotations for the third interview (Tom)

### Category: Context

Quote from interview	Annotation
The open plan and sometimes noise-polluted environment doesn't suit them all. But in the old days, we had people that weren't suited to classrooms. So some kids can't cope with the classrooms, and some kids can't cope with the open environment. But they haven't got any choice here, whereas before, there was a mixture. Now it's all open plan, and so some kids are causing a problem because of that	His concern is focussed on the nature of the environment and how well it suits individuals – open plan environment can cause a problem for some.
But the biggest concern for me is if you're teaching with other people. Not necessarily your lesson, but if there's another lesson going on somewhere else, you lose control of your space and if you've lost control of your space, then you've lost some element of control over the kids.	The context can present some additional problems – in his this case the open plan design which can mean that other people's problems in lessons can impact on your lesson.
I think in terms of discipline, we're not losing out - it's just harder. And if you get the wrong team of teachers together and no one's taking responsibility for a particular action, then it can slip by.	His comments indicate that contextual factors (in this case colleagues) can influence and make the maintenance of discipline more difficult for the individual teacher.
It's been overshadowed in the last year by other problems for the staff - redundancies, there's a falling number of kids... the school was built and there's not enough kids to fill it because the birth rate fell off. Staff redundancies have caused a lot of bad blood - there's lots of people leaving and the turnover's massive. Everyone's pissed off, basically.	His comment highlights point that contextual factors can influence the individual teacher's experiences. He describes the effect almost from a third person perspective – which could indicate his personal resilience in observing the development of 'bad blood' and everyone feeling 'pissed off' but not specifically claiming he is affected in this way.
With this sort of environment - and I've got a PGCE student coming in from <name of University> - it's going to be a shock to the system. And the paperwork that <name of the University> were doing is not relevant here. You've got to actually come in, be mentored, sit with someone and just learn it on the job. Like the GTP. I prefer the PGCE to the GTP still -	A view that what you get needs to be relevant to the context – though this point seems to be in relation to paperwork rather than behaviour. Believes that you learn from being in school –

I think you're better prepared, because you get two schools, you get some theory grounding - but the practicalities of working here require more hands on.	<p>'You've got to actually come in, be mentored, sit with someone and just learn it on the job'- this potentially means the school where you end up influences strongly the learning process.</p> <p>He favours the PGCE over GTP though because of exposure to two placements.</p>
The placements did well - I had a bad placement for the second placement, but that wasn't anything to do with <name of University>, it was just that that school wasn't very good.	Indication that a trainee's development can be dependent on where they are placed.
We can't always second guess what people are going to end up doing, but if for example on the PGCE, it's 'write an essay about life in a selective school', 'write an essay about non-selective', that would marry up with the two placements and the essays produced could actually be then used for the following year as training for what they're doing, so people are actually writing for a specific purpose rather than to satisfy the academic side.	This suggests he holds a view that preparation needs to relate to context.
The PGCE as it stood for me was probably best for someone going out of PGCE into a grammar school, where everything was disciplined and you could practise teaching by the book.	An assumption that different schools will place different demands on a new teacher and as a form of preparation the PGCE course suits some contexts better than others
I had a very bad second placement - I still passed alright, but they were awful. They didn't know how to deal with PGCEs and they hadn't been vetted, I don't think - and I criticised them and wrote a letter about it - they weren't geared up for PGCE students.	An example of how the context is a factor affecting the learning experience.
Not much. It sounds like I'm going to paint a bad picture here - everyone's got their own problems, and everyone's got their own ways of doing their behaviour management. And when I came into the school, it's like they look at you and go 'Can you do it or not?' And if you can do it, or you look like you can do it, then they just let you develop it yourself. If you can't do it, then they'll support you. But in terms of input, it's very much that you fly by the seat of your pants.	He paints a picture of a school context where support is only provided when problems are encountered – the assumption is that the individual will cope. The context seems to work for him but others might find it unsupportive or lacking in guidance.

<p>I can't think of anything specific offhand. Yes I can - there's one incident that happened this year where I ended up -voluntarily, which was a mistake- taking on a group of... I'm sure there's a politically correct term for it... but delinquents, who were already out of the system but were being kept on the roll, stuck in an outside classroom away from the normal people, because they were socially totally inept.</p>	<p>This account relates to a specific influential experience that another early career teacher may not encounter in another school.</p>
<p>Not unless I was moving school. If I was going to move to London and go to a rough inner city where they have security guards and gun checks, which does happen, then I'd want training specific for that school. And if I was going to go the other way and go into &lt;name of local Grammar school&gt;, I'd want to know - because they've got a military tie - I'd want training on 'how do you proceed with this? Do you talk about the army or are you going to threaten them with court martial?' You need training for your environment. You don't need theoretical training.</p>	<p>He suggests that the need for training in relation to behaviour would be affected by context – what he needs in one school may be different to what he needs in another.</p>
<p>It only works - and they do flagship it - on schools where it wasn't a problem anyway. I can go into &lt;names local Grammar school&gt; and talk about emotional intelligence and they'll just write it down, lap it up and everyone will love it.</p>	<p>A view that certain things work in certain schools.</p>
<p>I've been here three years, so this is the start of my fourth year here. If they've known nothing but you, then they know you and they know your expectations as you walk around the school. So Years 7 through to what would now be 10: I can walk into a room - I don't have to say who I am or what I want - they generally know. And that can speed up the learning process. The last couple of years and the sixth form, because I don't know them all and I haven't taught them, I walk into their classrooms and some of them won't even know who I am. And so it doesn't work. But you can't put a value on the experience. So five years on - in two years' time - there won't be a kid in the school that doesn't know me, and that carries a lot of weight in terms of what you can deliver.</p>	<p>Being in a school where you are known by pupils is helpful as a reputation is established. Clearly NQTs cannot capitalise on this aspect.</p>

<b>Category: Process of learning</b>	
<b>Quote from interview</b>	<b>Annotation</b>
No, you've got to get them out there. You've got to get them here, and doing stuff. When I did the PGCE, which was a few years ago now, it was too much paperwork, too much theory and not enough practice.	Very clear view that you learn by being out in schools Sources of Learning He returns to theme from the first interview regarding too much paperwork and too much theory.
I prefer the PGCE to the GTP still - I think you're better prepared, because you get two schools, you get some theory grounding - but the practicalities of working here require more hands on. So if I had a big suggestion for <name of the University>, it would be stop making them write stupid bloody essays. There's no point in writing an essay on behaviour management - they're going to learn that in there. Have two solid placements, cut down on all the extra paperwork and stuff they have to do, and just get some nitty-gritty training academically. And placements. Stop badgering people with paperwork, because they can't cope. Not here. So they need to get on with it more.	Despite his criticisms of the PGCE course he sees some value in the exposure to different schools achieved by the two placements.  Has a strong opinion on what the process of learning should (and shouldn't) be.
I think I spent too long doing pointless stuff. The theory, the essays, the... it wasn't directed to what I'm doing. If they'd have said to me, 'Right, scrap every essay that you did, but do one essay on life in an academy', that would have served me well. Because I'd have been forced to write and prepare myself academically for something I was going to do. We can't always second guess what people are going to end up doing, but if for example on the PGCE, it's 'write an essay about life in a selective school', 'write an essay about non-selective', that would marry up with the two placements and the essays produced could actually be then used for the following year as training for what they're doing, so people are actually writing for a specific purpose rather than to satisfy the academic side, which I think is still largely pointless if you've got a degree, which you must have to start the thing - we know you can write if you've got a degree. And the theories are far outweighed by the practical experience.	He has clear views on how beginning teachers learn about behaviour – in his view this is not through essay writing. Some acknowledgement that more practically focused essays might be beneficial.
The classic book that we talked about on PGCE was <i>Getting the Buggers to Behave</i> . Fine - don't need a lesson to be told how to read it - give someone a copy of the book, send them off to a school and say report back. So yes, a drastic cut-down on the academic side.	A focus on the practical aspects – 'a drastic cut-down on the academic side'. The example text is interesting as its author states that it contains no theory and stresses its practical

	credentials.
Missing stuff? No, I don't think anything was missing - it was just that the good bits that were in there were clouded by other stuff that wasn't so relevant. So as PGCE students, we couldn't pick out the necessity of what we needed to understand. That came when we were on the job. For some of us, too late. Because I've spoken to a couple of colleagues who were on the PGCE with me, and they've come across problems that were mentioned on the PGCE, but they still didn't know how to deal with them.	He returns again to the importance of school based learning.
But anything other than a grammar school, the book is useless here. I've just taken on two NQTs this year, fresh out of PGCE. And after two days, they're both looking at me going 'What the bloody hell is going on here? Where's this, that and the other - where's that lesson plan, where's your formal...?' 'No, no - in the real world, they don't have all these things.' And they're expecting to produce lesson plans - well, they have to produce lesson plans to a certain extent... and they say 'Where's my four-page <name of University> lesson plan?' And I said 'Well, if you've got time to write a four-page <name of University> lesson plan, and if I've got time to read one, then we're in a different world. You need to be able to do your door handle planning - you need to be able to do this, that and the other. Because if that person's off sick, you've got to go and cover for them, and I want you to be able to do that.' That sort of thing - it can probably only be.	A view that the school is the main learning ground and trainees need to be adaptable to this rather than following procedure learned in the University. Implication that the University does not prepare trainees for the realities of school life.
Too many students are coming out of <name of University> with stacks of lesson plans and empty pens because they're writing stuff down. They need to write less, do more. And talk to the people who are going to have Ofsted in, and talk to the kids. That's my opinion.	He favours talking to teachers and pupils as a source of learning.
Yes. But I think that's an acceptable risk. Especially if you've got two placements - that will give you a good percentage chance that you'll get something from both of them.	Accepts my suggested risk (what you get is only as good as your placements) but sees it as an acceptable risk based on the fact you have two placements. Value of learning on placement seems to outweigh risk.
The benefits of a double placement system outweigh the pitfalls. [It's] much better than the GTP - that's the problem with the GTP; people come into it all fresh-faced and think they're going to be there for life. And they might not like it, and there might not be a job available. I've had to turn away two GTPs now, because there's no job here. And that's not the old way of doing it. I'd say that PGCE is still the preferable route.	A comment on the process of learning – he recognises the benefits of the PGCE route.

<p>Yes. Something that would perhaps be of benefit is that more teachers - like myself or some of my colleagues - should be going into the PGCE and telling people what it's like. So a lot of the academic side could be given over to existing staff coming back. We had that on our PGCE - we had two former NQTs come in and tell us what it was all like. But without wanting to be rude, they were fresh-faced themselves - they were the young end of the graduate spectrum. When I went into it, I was 38. So there's plenty of other middle-aged people going into it. Use them. Give them a couple of years at school, and get them back out and get them talking to kids, and use them as associate lecturers on the PGCE. Because I'm sure depending on time commitments, they could find some time... work with the schools, get them paid to come out, get their lessons covered for one day a term, so that they can blitz the PGCE students.</p>	<p>He sees a value in teachers coming back to talk to trainees as a source of learning. But it has to be the right type of person – he wants it to be older people who have gone into teaching. He seems to need it to be someone he could relate to. Would that be the same for everybody – would some need the ones from the ‘young end of the graduate spectrum’ that don't suit him.</p>
<p>There's CPD, there's seminars, there's talks, there's... mostly nothing. It's just you and your colleagues, and you've got to work it out yourselves. And you kick things up a level if people have something wrong with them - you get them moved up a level and off they go to the next level of intervention.</p>	<p>Teachers work things out about behaviour individually and amongst themselves.</p>
<p>Hmm. It's a timing issue. Because as soon as you make it CPD, people don't want to go. If you make it directed time, people are already on a back foot - they've got the laptops out with the football scores on. It needs to be something that is given weight, and if you're taken off-timetable for a day's training on behaviour management, people might see that as a valid thing. But there is an attitude towards after-school CPD and directed time - people are tired by the end of the day, and it always comes on a day where you've got exams the following day... It doesn't work. It needs to be something that's part of the day, and then it will get a bit of mental buy-in at that point.</p>	<p>If there is training provided on behaviour management it needs to be given dedicated, quality time, not just at the end of the school day.</p>
<p>You know, I don't think that matters so much. If people see that the time is valued, and someone comes in and just says ‘We're here to offer some ideas, and this is all paid for’... It's the old-fashioned values of a bit of training. Stick some people in a nice room, give them tea, coffee, biscuits and a nice lunch, and everyone sits and talks. They're going to</p>	<p>A belief in the need for a training event to make teachers feel valued. However, although he seems to be saying people will be receptive to most things if they feel valued, he does use</p>

learn, they're going to be part of that. As soon as it becomes something extra, you've lost them. And I don't think the content matters - as long as it's valid, official content, that's fine.	the line 'We're here to offer some ideas' which implies an expectation that there will be some practical points to take away.
OK. People like me would probably buy in and respect the opinions more of someone who has been through the mill. So it's got to be someone who's been doing it in a couple of different schools, preferably worse than ours. If they've come from a grammar school and they're trying to tell us how to behaviour manage, then they're just going to lose interest as soon as they open their mouths. And if it's a person who doesn't practically teach - if they're a theorist who's been out of the game for a while - there's no respect. It's got to be someone who's got a day off from their inner city comp and they've come down to go 'This is what I have to put up with, and I do this. It sort of works occasionally - it might work for you.' They're the people where it's 'OK, so you're in the shit every day - I'll listen to you, because at least you might have some ideas.' Don't give us a theorist. It's young staff here - put a twenty-something graduate in with them - anybody - and they'll just be a lapdog. They won't take it in. Put them in with someone who's just come out of an inner city, they'll go 'Ooh', and they'll listen. So it works on both levels then - younger and older.	He respects the ideas of someone he feels has had direct experience in a reasonably tough school, preferably still doing the job. Again, he sees little value in theory ('Don't give us a theorist').
Only a few initiatives that come in in the September INSET days where people are getting ready for the new term... people spout on. There must be ten new innovations on that first day - 'we're going to do this, this, this and this'. And all but two will be dead by Christmas, because only those two have worked.	Implication that not many new ideas actually stick.
Yes. But like we said, get some people in that are either experts or at least people that have been through it. Get them in, let them run the training.	He does go along with the idea of more training in ITE on behaviour management, even though learning on the job worked for him. His emphasis is on getting people in, so he's still endorsing the idea that this training should come from practitioners.
Scenarios are good, but really... small group talking. Literally one experienced teacher sitting around with a group of six or seven trainees chewing the fat. Literally talking about what they've experienced, letting them ask some questions. An intimate group - then they'll talk.	He has some thoughts on the methods of developing knowledge, skills and understanding based on group discussion of scenarios. He specifies that it should be led by



It's definitely useful content. It's just not the only content. It's got to be down to practicality and experience, through and through. Come and see it working, talk to people that are doing it. The theory language - that's really good, you need that because then it's your little tool kit of what you do. It's just that it's useless without practical guidance. They should then be able to look at those list of dialogues and talk to the experienced teacher and say 'Would you say that?' 'Yes, I'd say that - that works. It wouldn't work on so and so, then you'd have to adapt it.' And then they can see it working, or hear about it working at least, and then put it into practice with a bit more confidence	an experienced teacher.  Seems to accept that you could give trainees some language for managing behaviour but insists they must then get the opportunities to see teachers using these sorts of techniques and take decisions of what phrases to use.
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<b>Category: Knowledge, skills and understanding</b>	
<b>Quote from interview</b>	<b>Annotation</b>
Missing stuff? No, I don't think anything was missing - it was just that the good bits that were in there were clouded by other stuff that wasn't so relevant. So as PGCE students, we couldn't pick out the necessity of what we needed to understand. That came when we were on the job. For some of us, too late. Because I've spoken to a couple of colleagues who were on the PGCE with me, and they've come across problems that were mentioned on the PGCE, but they still didn't know how to deal with them.	For all the criticism, he can't put his finger on anything specific that should have been included. The core knowledge, skills and understanding in relation to behaviour seem to be hard to identify.
So maybe that should have been addressed more. Say... not sexual harassment, but inappropriate sexual behaviour from a child to a female member of staff. The girl I was on the PGCE with and whom I'm still in contact with, she's come to me and said 'Well look, how do I deal with these boys in the sixth form who are flirting?' And it was mentioned on the PGCE about inappropriate sexual behaviour, but it should have been the case that she knew what to do without having to come to me. I didn't know what to do either - it's just that I'm older than her and she thought I'd know...	His suggestion is training in relation to a very specific situation ('inappropriate sexual behaviour from a child to a female member of staff'). This could be viewed as a suggestion regarding the knowledge, skills and understanding needed. The general point may be that the training needs to be in relation to more non routine aspects of behaviour such as this. The implication may be that experience in school can adequately take care of the development of general behaviour management skills.

<b>Category: Concern about behaviour</b>	
<b>Quote from interview</b>	<b>Annotation</b>
The kids initially adopted an ethos of pride in the new building, and that was going to be the way forward. It didn't last long. The novelty of the new building wore off after a term, and it went back to us having to badger them into some semblance of order. We've had some vandalism, but not as much as you might expect - there is some element of 'we're in the new building, it's being policed, and staff are into it, so we've got to be more careful'. But there has still been vandalism - there are broken doors and broken lockers and for the kids, some of it has slipped back into the old ways. However, I think the ones coming in, who know nothing but this, are more malleable. So they might go along with it a bit easier.	Recognises that the environment made temporary difference to behaviour - 'The novelty of the new building wore off after a term, and it went back to us having to badger them into some semblance of order'. Reports some vandalism – broken doors, broken lockers.
Not so much from pupils - I'm normally a hardarse anyway, so it's not a major concern for me.	He does not appear concerned about behaviour as he is confident in his own ability to deal with it.
Well, normally I'm the one making the ideas, because I got promoted this year. So I've now got control of the department. So I'm normally setting the agenda for my staff. And so far, there hasn't been anything I've had to go to someone else for, other than a standard referral. So, for example, yesterday, there was a racist incident, and I had the kid put out of the school. But I can't put them out - I have to find someone else. Those incidents, it's just going through the chain of command. But in terms of behaviour management in the teaching environment, the buck stops here.	He is not experiencing any particular problems with behaviour that he feels he cannot deal with. Readily accepts that in his new role heading up the department that 'in terms of behaviour management in the teaching environment, the buck stops here'.
Certainly this bit, that it's driving people out of the profession. It does. Not so much here, because it has been rough here in the past (but) it's on the up. It's a nicer place and people are actually appreciative of that. 'Only half of teachers believe that there is appropriate support available in school for teachers struggling to manage pupil behaviour.'	Accepts the idea that behaviour is driving people out of teaching. But not in his current school now – implication that it might have in the past
There's been one incident where there was a kid kicking off and he was going to hurt someone, so he had to be restrained. But both me and the other guy who ended up restraining him were looking at each other going 'What do we do? Because I want to pick	An example of a higher level incident encountered.

him up and throw him out - literally pick him up.' But we thought 'We can't really touch him, but he's going to hit that girl. OK, we can touch him.' That sort of thing. We shouldn't teach in the fear of that - we should be able to pick them up if we have to. 'Support teachers that challenge behaviour by legislating to grant them anonymity when accused by...' Yes. The unions are on to that anyway - it doesn't really need saying. We have union support, and we're told to get union support. We tell our female members of staff not to be alone with a boy, and we tell the male staff not to be alone with a girl.	
If I was going to move to London and go to a rough inner city where they have security guards and gun checks, which does happen, then I'd want training specific for that school.	A view that behaviour is more challenging in other schools.
Confrontations that I can't resolve or that get out of hand. There have been physical incidents here - not with me. That would be a bad one. Because if you get hit by a pupil - even if it's accidentally - you've lost a lot of face, which isn't really the big concern, but you've lost your cool, and you've lost your position. So my biggest fear is things escalating to a level that is beyond my control.	He does have a concern about behaviour. This is to do with confrontations he can't resolve and in which he ends up getting hit.
We have, but it's not enough. I think we could do with more on that. It does crop up on CPDs and it does crop up every year during the induction talks for the new people coming in, but even sitting with you now I'm not clear... if I've got a girl in my class who's crying, am I supposed to put my arm around her? No, I'm not. I know that one. But I still did it the other day, because a girl was sobbing her heart out over something, and I put my arm around her and said 'It's alright', and then I gave her to a female TA. So I gave her a hug, and gave her to the female TA because I thought 'I can't - this is too much'. I'm not 100% sure how I'd restrain a violent one, or how far I'm supposed to go. I'm only small - I'm only five foot four, and they're bigger than I am. So am I going to get in a position where I'm trying to restrain someone who can best me? Because there's many that can. And how far do I go? Because then it becomes a fight - I can't get into a fight with a kid.	Some aspects of positive handling cause him some concern. Mainly in the form of uncertainty about what he can and can't do. From the sequence of interviews he seems confident with day to day situations. Any concerns or feelings of uncertainty tend to relate to more unusual, extreme situations.
The kids don't mind. But if I did it? It's not right. It should be right - I should be able to give a girl a hug if she's upset, but it's wrong. And kids will happily jump on that. And you get	Some concern about the possibility of malicious allegations.

called a pervert. I've been called a pervert for no reason at all. Literally, they've seen me with a group of girls and a boy has said to me 'Oh, you're a right pervert, Sir - you've got a load of girls with you'. They're my students, and they just happen to be girls. So if a boy can label you as a pervert for actually teaching a group of girls, then what hope have you got of avoiding any problems? So I've trained myself that I would never put my arm around a crying female student, or even touch one if there wasn't a female TA present to hand over to go to the loos and do the makeup or whatever. Fortunately I've never been in that position, nor do I ever want to be - it's just horrible.	
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<b>Category: Perceptions of preparedness</b>	
<b>Quote from interview</b>	
Well, normally I'm the one making the ideas, because I got promoted this year. So I've now got control of the department. So I'm normally setting the agenda for my staff. And so far, there hasn't been anything I've had to go to someone else for, other than a standard referral. So for example yesterday, there was a racist incident, and I had the kid put out of the school. But I can't put them out - I have to find someone else. Those incidents, it's just going through the chain of command. But in terms of behaviour management in the teaching environment, the buck stops here.	He conveys the view that he is coping well and is confident in taking on greater responsibility.
Yes, I feel more so that it was inadequate. The placements did well - I had a bad placement for the second placement, but that wasn't anything to do with <name of University>, it was just that that school wasn't very good. I think I spent too long doing pointless stuff. The theory, the essays, the... it wasn't directed to what I'm doing. If they'd have said to me, 'Right, scrap every essay that you did, but do one essay on life in an academy', that would have served me well. Because I'd have been forced to write and prepare myself academically for something I was going to do. We can't always second guess what people are going to end up doing, but if, for example, on the PGCE, it's 'write an essay about life in a selective school', 'write an essay about non-selective', that would marry up with the two placements and the essays produced could actually be then used for the following year as	Overall this is forceful criticism of the contribution of the university based elements of the PGCE course to his feeling of preparedness, but the first interview and questionnaire would suggest his overall perception of preparedness was high. It appears, therefore, that his preparedness was in spite of this apparent inadequacy.

training for what they're doing, so people are actually writing for a specific purpose rather than to satisfy the academic side, which I think is still largely pointless if you've got a degree, which you must have to start the thing - we know you can write if you've got a degree. And the theories are far outweighed by the practical experience.	
And after two days, they're both looking at me going 'What the bloody hell is going on here? Where's this, that and the other - where's that lesson plan, where's your formal...'? 'No, no - in the real world, they don't have all these things'... You need to be able to do your door handle planning - you need to be able to do this, that and the other. Because if that person's off sick, you've got to go and cover for them, and I want you to be able to do that.' That sort of thing - it can probably only be	<p>Not a statement on his personal perceptions of preparedness but conveys a view that preparedness is about the ability to be responsive to events.</p> <p>He returns to his phrase 'door handle planning' used in the second interview to capture the idea of responsiveness to circumstances.</p>
And it was the only time ever in teaching - this is about ten years of different sorts of teaching - where I've come out, and another member of staff...a senior member of staff...has come up to me and said 'You've got to go home, because you are upset and you look ill.' And I've been threatened physically by one of these kids. And I thought I was handling it OK. I'm loud and brash and I got the kid excluded and all that sort of thing, but it obviously took more of a toll on me than I thought, because it wasn't just this one member of staff - a couple of others said to me 'There's something wrong, you've been affected by this.' And in the end I just sat in the office and they just left me alone with a cup of tea. But obviously, it did affect me. And I suppose the turning point was 'Right, I'm not infallible and even if I think I'm doing alright, sometimes I'm not.' And it obviously did upset me. I was alright after a couple of days - I was back to normal - but you can be hit by things, and your own bravado and sense of self-importance or self-abilities is thrown out of the window.	A single event shakes his confidence, causes a degree of self doubt not experienced before - 'Right, I'm not infallible and even if I think I'm doing alright, sometimes I'm not.
About the same. Because I'm responsible for other staff, I'm more concerned about them than me. So in terms of my own confidence, it's going to be a nine out of ten. Because I'm spending more of my time looking after other people's confidence. And my concern is them raising their game.	Still a high level of reported confidence. This is now linked to his responsibility for other staff. There is a point, therefore, about being confident based on the perceived expectations of you at a particular time. He was confident when he started teaching, he was confident at the end of NQT year and he is now confident

	as HoD.
Not unless I was moving school. If I was going to move to London and go to a rough inner city where they have security guards and gun checks, which does happen, then I'd want training specific for that school. And if I was going to go the other way and go into <name of local Grammar school>, I'd want to know - because they've got a military tie - I'd want training on 'how do you proceed with this?' Do you talk about the army or are you going to threaten them with court martial?' You need training for your environment. You don't need theoretical training.	He is prepared to teach where he is but other schools may require further training.
I'm not 100% sure how I'd restrain a violent one, or how far I'm supposed to go. I'm only small - I'm only five foot four, and they're bigger than I am. So am I going to get in a position where I'm trying to restrain someone who can best me? Because there's many that can. And how far do I go? Because then it becomes a fight - I can't get into a fight with a kid.	Physical intervention is any area of practice where he acknowledges some gaps in his knowledge.

<b>Category: Individual interpretation</b>	
<b>Quote from Interview</b>	<b>Annotation</b>
Not so much from pupils - I'm normally a hardarse anyway, so it's not a major concern for me. But the biggest concern for me is if you're teaching with other people. Not necessarily your lesson, but if there's another lesson going on somewhere else, you lose control of your space and if you've lost control of your space, then you've lost some element of control over the kids.	He indicates how he views himself as a teacher ('I'm normally a hardarse anyway, so it's not a major concern for me'). The inference is that he is content with his personal style and confident in his abilities as teacher.
The same as before - just them. Them, their families, their work ethic - it may not exist. Their peer groups. Same old problems - they're still there.	Causes of the more problematic behaviour encountered are varied but take the form of external attributions (i.e not related to his practice, the school, etc).
It's... There is a certain element of zero tolerance of certain behaviours that relate to the environment. So like a zero tolerance on gum, bullying and racism - those things are still in place. But they were in place before. We've lost some of the rigidity of the consequence system that was in place. Whereas before, if you were managing your own classroom, it's very straightforward - it's your environment, you work out the discipline. If you have to	His view seems to be that having to refer a child on to someone else is an indication of teacher weakness ('If you have to resort to a consequence system that involves other staff, then that's your fault, if you can't control

resort to a consequence system that involves other staff, then that's your fault, if you can't control it yourself. Here, it's harder to do. It's harder to manage it at that level, and as a result I think the consequence system that was in place is a bit wishy-washy now, and hasn't been tightened up.	it.yourself.') He seems to prefer it when he can do largely his own thing – in the first interview he talked about operating his own, shortened version of the school policy.
Then I've just got to try and say 'That's what I would do, but you've got to adjust it to your own personality.' As head of department, I have to go in, because on the consequence system such as it is, they have two strikes and then the head of department comes in. So I go in. So they know they've got that recourse that I'm going to end up going in anyway. But if they ask for advice, it's just theoretical. They've seen me teach, because we have lots of observations of fellow teachers. If I don't think my style is their style, then I send them to observe someone who is maybe better suited to their style.	Makes the point that the approaches to behaviour an individual adopts need to fit with their personality – 'If I don't think my style is their style, then I send them to observe someone who is maybe better suited to their style.'
The placements did well - I had a bad placement for the second placement, but that wasn't anything to do with <name of university>, it was just that that school wasn't very good.	The attribution for problems is external – 'it was just that that school wasn't very good'. Is this an accurate appraisal and even if it is would another trainee have been as confident to view the school as being at fault rather than themselves?
You've got a degree, which you must have to start the thing - we know you can write if you've got a degree.	Implication that he views the PGCE as a professional rather than academic qualification. This is likely to influence what he wants (and doesn't want) from the course
No. I think they gave us a broad academic background to the world of teaching, but so broad it didn't address any real issues that we were going to come across. And too ethereal, too academic to really compare to the practical element of teaching.	He does not accept that the PGCE was building capacity to problem solve rather than trying to impart specific strategies. Also the distinction between the academic and the practical.
But the theory can at least reflect some hard-edged stuff that they can take with them. So for example, instead of those two sessions spent talking about a four-page lesson plan, spend two sessions talking about what Ofsted are going to whinge about if they come in. Because then they go 'OK, well if I've covered that'. No one's going to look at the lesson plan if the child is learning something and Ofsted can say that they can see it being	His condemnation is far broader than just the role of anything theoretical in his preparation in relation to behaviour. It is likely to influence his receptiveness to anything perceived as theory. His use of the term <i>theory</i> seems to cover

learned, the lesson plan goes out of the window.	anything that is not practical so he seems to view coverage of Ofsted's expectations ('what Ofsted are going to whinge about if they come in') as theory that could be covered.
I had a very bad second placement - I still passed alright, but they were awful. They didn't know how to deal with PGCEs and they hadn't been vetted, I don't think - and I criticised them and wrote a letter about it - they weren't geared up for PGCE students. But that in itself was perhaps... I now know what that school is like and with people who come to me and say 'Shall I go for my second placement there?', I tell them 'No - I wouldn't touch them with a bargepole.'	He attributes externally ('I had a very bad second placement - I still passed alright, they were awful'). We cannot know if his version of events is accurate, but it reflects a degree of confidence in himself when training to be able to conclude 'it's not me, it's them'. Would others have thought that being new to teaching their might be something that they were doing wrong?
Yes. Something that would perhaps be of benefit is that more teachers - like myself or some of my colleagues - should be going into the PGCE and telling people what it's like. So a lot of the academic side could be given over to existing staff coming back. We had that on our PGCE - we had two former NQTs come in and tell us what it was all like. But without wanting to be rude, they were fresh-faced themselves - they were the young end of the graduate spectrum. When I went into it, I was 38. So there's plenty of other middle-aged people going into it. Use them. Give them a couple of years at school, and get them back out and get them talking to kids, and use them as associate lecturers on the PGCE. Because I'm sure depending on time commitments, they could find some time... work with the schools, get them paid for to come out, get their lessons covered for one day a term, so that they can blitz the PGCE students.	He has view that to be of value he needs input from someone in similar position, i.e entering teaching as mature graduate. Obvious issue is that though this may suit him it is fulfilling an individual need as others on the PGCE programme would be in a different position. Comment develops into re-iteration of the view that learning comes from teachers with experience ('Give them a couple of years at school')
Not much. It sounds like I'm going to paint a bad picture here - everyone's got their own problems, and everyone's got their own ways of doing their behaviour management. And when I came into the school, it's like they look at you and go 'Can you do it or not?' And if you can do it, or you look like you can do it, then they just let you develop it yourself. If you can't do it, then they'll support you. But in terms of input, it's very much that you fly by the seat of your pants.	Coming from the perspective that needing support with behaviour is a sign of weakness - very much a sink or swim view. Deals in absolutes - 'Can you do it or not?'. Though suggesting this is the school's culture there is an implication that this is his general view.



I can't think of anything specific offhand. Yes I can - there's one incident that happened this year where I ended up - voluntarily, which was a mistake - taking on a group of... I'm sure there's a politically correct term for it... but delinquents, who were already out of the system but were being kept on the roll, stuck in an outside classroom away from the normal people, because they were socially totally inept.	Starts by making it clear that he sees the difficulties as located in them (attribution). This kind of attribution is healthy up to point and performs an important protective function but too much could lead to a lack of reflection on your own practice.
And I'm glad that didn't happen early on, because that might have really put a downer on things. It happened three or four years in. But it's an experience that I should share. I share it with my GTPs, but I should share it with anyone coming in that... just because you think you're doing alright, take it from other people that sometimes it has affected you. So yes, recognising my own weakness at that point. If it's a weakness... you know what I mean.	His comment 'I'm glad that didn't happen early on, because that might have really put a downer on things' raises the issue that these types of experiences may be less problematic if you have a reserve of successes to set them against.
I'm loud and brash and I got the kid excluded and all that sort of thing, but it obviously took more of a toll on me than I thought, because it wasn't just this one member of staff - a couple of others said to me 'There's something wrong, you've been affected by this.'	He seems to need at this point to confirm his identity as someone who is loud, brash and a disciplinarian but is wrestling with the fact that this might not be enough.
Is it them or is it me? But when it hits you hard, then you have to be ready for that. I don't think the young ones are ready for that.	A view that resilience is important as an aspect of preparedness and that age contributes to this,
Yes. Or life - life experiences will let you get on with it.	His development of my point suggests a view that more mature trainees have more life experiences to draw on.
Yes. There is an element in there of if you're struggling to manage pupil behaviour, you are in the wrong job. And there is a lot of whinging I feel with 'There's no support, there's no support'. Well, if you need that much support then you're no bloody good to us anyway. You've got to be able to do it yourself and if you can't then yes, maybe you are in the wrong profession.	A view that pupil behaviour is difficult but managing it is part of the job and if you can't cope you are a weakness on the team ('Well, if you need that much support then you're no bloody good to us anyway.') and may be in the wrong profession.  Implication is that experiencing difficulties with

	behaviour and/or asking for support is weakness.
And this last paragraph: '... all these reasons, we need to act to restore the authority of teachers and head teachers.' Yes. That's a key point. I am forever saying that I don't want to have to go through line management to get this kid out. If I say he's out, he's out. It works to a certain extent, but head of department is well outranked by senior members of staff who don't teach. And therefore what the bloody hell are they telling me: 'Ooh no, put little Johnny back in - he's said sorry.' And he's come back into the classroom. That's no bloody good if he's said sorry - he's still an arse and he's ruined everyone else's lesson. Send him home.	He seems to want more autonomy and authority as an individual teacher. Also views on the use of sanctions.
And it's not politically correct to comment like this and it also doesn't fit with the Every Child Matters and everything else - 'All the little darlings are entitled to an education'. Some of them are already off the rails, and are bringing other people off. And yes, they deserve an education, but they don't deserve to ruin everyone else's. So one out to save the other 29. Fair enough. I know it's bad for them, but we can't... It's like triage; you can't actually save every one of them. And if you try, you're ruining the chances of the others. So if I had my way - it's a good job I'm never going to be in charge, but I don't want to be - I'd lower the level of responsibility right down so that anyone at head of department level, if they're called in, they can have the kid out and home within half an hour so that the school is not disrupted. It doesn't have to go through ten layers of management to get someone out.	Scathing of what he sees as Every Child Matter philosophy. His view is based on meeting the needs of the majority ('yes, they deserve an education, but they don't deserve to ruin everyone else's'). Individual interpretation. He sees the answer as more immediate recourse to exclusion at Head of Department level.
'Increase the authority of teachers to discipline' - yes. That's good, we need that. Detentions and using force where necessary - fortunately the force issue isn't a major problem here, but we shouldn't teach in the fear of not being able to do something.	White Paper broadly seen as right in relation to its points about use of force. Seems to feel it will offer reassurance rather than allowing him to do things he is not doing already.
It's a big area. It's a nasty area, that one. But the more support we have, the better on that one. I don't think it's too bad at the moment, but it needs more. 'Strengthen head teachers' authority to maintain discipline beyond the school gates and improve exclusion processes'. Yes, quicken the exclusion process. Beyond the school gates - no, that's wrong. It's not our head teacher's responsibility for those kids out on the estate. That's the responsibility of their parents or the police. We've got enough to do in here. What they do outside - that's	Clear views on boundaries of the teacher's role. Does not want any additional powers beyond the school gates. Individual interpretation. His concerns about behaviour only extend to what happens in the school and any increased powers that might help there.

not our problem. I know we're supposed to say something politically correct here like 'Oh yes, we need to care about - care in the community'. Bollocks to the community - we've got this to do; someone else is looking after the community - we can't do that as well.	
I would say no we haven't and we won't get it, and the community police and police in general, they should be out there for that. Rather than do legislation about increasing our boundaries, spend that money on more community police, so that they can actually do the job. Because the residents around a school are not interested in teacher boundaries. Because they know that it's not going to work. Teachers are not paid to police people, and the headmaster can't do it all himself. Therefore it's a hiding to nothing - you need community support officers in place for that sort of thing.	Clear views on boundaries of the teacher's role. Does not want any additional powers beyond the school gates.
Ofsted's a classic, isn't it? 'Focus Ofsted inspections more strongly on behaviour and safety, including bullying'. Ofsted are a long way up their own bottoms, and coming preaching... they change their mind every now and again ('It's got to be this, it's got to be teacher-led, it's got to be student-led'). They change their mind every day, and basically the one thing that you need to have in a school is discipline and structure. And if they want to come in and inspect something, come in and inspect that, and let us worry about the teaching, because we get trained to do that. Yes, there are bad teaching elements in any school - not here, I don't think, but there are bad elements. And yes, they can pick up on that if they want, but really, Ofsted just cause chaos. And they don't focus on the right stuff.	He expresses a belief that 'the one thing that you need to have in a school is discipline and structure.' Also expresses the view that Ofsted should be concerned with inspecting this and leave teachers to 'worry about the teaching, because we get trained to do that'
'Current system of independent appeal panels for exclusions'. No, if we say they're out, they're out. Don't mess about with it. And reinstatement causes chaos. Once they're out, they're gone.	Clear view on exclusion as the ultimate sanction and the power of schools to decide.
So that's a good statement - they're out. 'Ensure that all children being educated in alternative provision get a full time education.' No, we've got enough to do with the ones that are here. It's triage - you can't save everyone. I'm glad I'm anonymous in this [laughter]. It doesn't work - you can't accommodate the nutters with the normal kids. You've got to at some point say 'No, they're not working - get 'em out.' Have a separate provision, but don't damage the existing school. Quality of alternative provision, yes... 'Improve the	Wider views on educational policy. He doesn't think schools should retain responsibility for the education of excluded pupils. Adopts a view he sees as realistic 'It's triage - you can't save everyone...It doesn't work - you can't accommodate the nutters with the normal kids.

<p>quality of alternative provision': that's good, as long as it doesn't involve us. It needs to be alternative, not us doing it as well. They try and lump too much on us - 'Can you look after that group, as well as doing your normal teaching?' Well no, I can't. Bring someone else in, put them in a different building, get some new staff in.</p>	<p>You've got to at some point say 'No, they're not working - get 'em out.' Have a separate provision, but don't damage the existing school'.</p> <p>His views are likely to influence his ideas about where his responsibilities for pupils end and how far he should go in attempting to change his practice to accommodate certain pupils.</p>
<p>Yes. That's fine, as long as the mainstream is there. The old days of having special schools for this and special schools for that - they seem to be gone, but they'll come back. Because this putting every child together doesn't actually work.</p>	<p>This and preceding comments suggest a view of the policy of inclusion.</p>
<p>That's wrong. It's not our fault, it's the parents' fault. Because the parents have raised their children to be complete monsters, we're not going to pay for them to be educated elsewhere because they can't fit into society. That's either the government's job from the tax money, or it's the parents' job out of their own pocket. Which unfortunately, does translate to tax money again.</p>	<p>Views on the cause of behaviour ('It's not our fault, it's the parents' fault').</p>
<p>No, no - that should be the focus. If you've got discipline and control, everything else falls into place. I could put a bad teacher in front of a disciplined class, and they'll still be able to deliver the information. Then they can learn to be a good teacher later on.</p>	<p>Seems to be saying that the behaviour exists independent of the teacher ('I could put a bad teacher in front of a disciplined class, and they'll still be able to deliver the information') but also that you need to get the discipline right in order to teach ('If you've got discipline and control, everything else falls into place'). This does tie in with his points from the second interview where he said the MFL teacher would probably be ok in a grammar school</p>
<p>Yes. I do prefer this. Well, it's Tory and right wing, isn't it? I'm a bit right wing myself. We do need that. It is a bit - they'll be labelled as Nazis at some point anyway like Thatcher was... I'm teaching Thatcher this term [laughter]. It is more directive. I am in support of this - they</p>	<p>He takes a political perspective on the priorities. He likes it because it fits with his views. Also holds a view that work on</p>

<p>should be more focused on discipline. And the namby pamby emotional intelligence stuff that we've had preached at us before - it never worked. It only works - and they do flagship it - on schools where it wasn't a problem anyway. I can go into &lt;names local Grammar school&gt; and talk about emotional intelligence and they'll just write it down, lap it up and everyone will love it.</p>	<p>emotional literacy only works in schools where it wasn't a problem</p>
<p>I shouldn't say that [laughter]. There were certain people buying into it, and there were certain levels of management buying into it and certain members of staff who were given honorariums to put it forward. And everyone else just paid lip service to it, and it never worked. Not once. There were all these little forms coming round for incidents, and 'How were you feeling at the time? How were they feeling at the time?' Which was all rubbish. And it was just inevitable that it would die a death. It took about two years for it to die a death. Someone made some noises about it the other day - about what was going to be in place for the new term with an emotional thing. And you were just listening to him thinking 'That's going to be gone by Christmas'. It doesn't work, and unfortunately no one has the balls to stand up to the management and go 'You know this doesn't work - why are you doing it?' But it does just die a death, as do many initiatives.</p>	<p>Critical of the school's work on emotional literacy. Makes a distinction between views of management and a small number of staff and the majority who just paid lip service to it. Creates the impression of teachers just getting on and doing the job and taking on what they feel works and paying lip service to other developments that they feel won't work or have limited relevance at day to day level.</p> <p>Draws a distinction between management and the practitioners who are getting on and doing the job</p>
<p>It's not something you can formalise. If you can understand a kid's upset, and you use your common sense that 'hang on, that's bad for those kids, they're going to be upset and therefore you're not going to get anything out of them', that's my job as a teacher. Give me a blue form and a chart on the wall with stickers on talking about emotional intelligence - if I have to do that, then I'm not even a human being. I've got to be able to do it myself, and if I can't do it myself, I'm in the wrong job. It's not something you can teach. You ask a kid 'How are you feeling today?', they look at you as if you're mental. And if you put a chart on the wall about it, they do look at you as if... 'Well, why am I talking about that?' But if you talk to them privately, that's different.</p>	<p>He does not reject the importance of emotions but sees recognising and responding to emotions as part of the teacher's role rather than something that is tackled as a distinct field (emotional literacy) and through discrete systems</p>
<p>No. It was a female member of staff - she was senior management, she came up to me. If she'd asked me to fill in a form, I'd have probably left. I'd have walked out. And she knows me - she wouldn't have tried... That sort of thing - if you've got to fill in a form, you've got it</p>	<p>A belief that you can't formalise emotional literacy, it is about normal human relationships. Talking about the group that rocked his</p>

wrong. You can talk about it - you can't teach it. And you can't formalise it.	confidence he says that it was the individual support from a colleague that helped and he would have rejected the idea of filling in form about his feelings, etc.
I'd take you down the hallway into the busy Year 8 plaza, and I'll stand there, and then you watch what happens [laughter]. My ambition in behaviour management was that I wanted to get to a stage where if I walked into a room and stood at the front without speaking, everything would go quiet. Because they know I'm waiting. I'm not going to be nasty, that's just my expectation. And I've got that with certain year groups. The older ones, I don't know so well. So if I can do that, that's my evidence	Has clear view of how he would judge his success as a manager of behaviour. His presence would bring a class to order. This implies a belief about what represents an effective teacher.
Yes, I shouldn't fly off the handle or be totally intolerant - I should be nicer. I will always err on the side of being a tyrant. And I shouldn't. I think it's better than being soft, but I'm too harsh. I can make a kid cry with one shout, and that's too much. So I'd like to tone it down. I've tried to tone it down - I <i>have</i> toned it down a bit, but I'm often seen as the loud one, who's very grumpy and likes his own way. And I should have slightly less of that. I need to moderate, become less of a Führer, and more of a kindly... it's not going to work, it's never going to happen?	He picks up on some development points but may not be entirely serious. These do not seem to bother him unduly ('it's not going to work, is it? It's never going to happen' ) It is almost as though he knows what people (and I) might be thinking and acknowledges this but has the confidence to indicate that any changes will be subtle and he's not really going to change
I'm going to be a miserable bastard for the rest of my teaching career, because it's what I am. But if I could moderate it and have the same authority with less noise, then I'd like to do that.	Almost sees his style as part of his identity ('I'm going to be a miserable bastard for the rest of my teaching career, because it's what I am') but also necessary ('But if I could moderate it and have the same authority with less noise, then I'd like to do that').
Because if you get hit by a pupil - even if it's accidentally - you've lost a lot of face, which isn't really the big concern, but you've lost your cool, and you've lost your position. So my biggest fear is things escalating to a level that is beyond my control.	Being in control of the situation and not losing face seem to underpin the concern rather than the physical assault itself.
Oooh, greatest success. It would be very wrong to say that I've got rid of the pupils that	Getting rid of pupils who have been causing

have caused a lot of problems [laughter]. It would be very wrong to say that, but sometimes I look at the kids that have been excluded who were causing major problems and were violent... can you have success from something like that? It's wrong to have success. It's like rejoicing in a failure. Because we've failed them, because they couldn't be turned around. So it's a success on the one hand, but it's a very weak success.	problems is initially offered as success. He steps back from this a little, distinguishing between the idea that it might have helped out others but has not helped the individual.
The fact that I can walk into a certain year group and have everything go quiet and they will listen. If I can get that, then that's a success.	Reiterates his success indicator from earlier about his presence quietening a class.
So I've trained myself that I would never put my arm around a crying female student, or even touch one if there wasn't a female TA present to hand over to go to the loos and do the makeup or whatever. Fortunately I've never been in that position, nor do I ever want to be - it's just horrible.	He has had to put aside an instinct to comfort. Quite a strong sense of fear about finding himself the subject of a malicious allegation.

**Appendix 20 Mean scores for the contribution of different forms of learning during the PGCE course**

	School based experience	Independent study	Peer support	Tutor support	School based Mentor	Taught elements
Helping you understand the national curriculum	Mean = 3.91 SD = 1.094)	Mean = 2.86 SD = 1.095	Mean = 2.48 SD = 1.095	Mean = 3.16 SD = 1.135	Mean = 3.29 SD = 1.173	Mean = 2.96 SD = 1.181
Providing the trainee with the relevant knowledge, skills and understanding to teach your specialist subject	Mean = 4.10 SD = 1.055	Mean = 3.63 SD = 1.002	Mean = 2.93 SD = 0.985	Mean = 3.35 SD = 1.073	Mean = 3.53 SD = 1.197	Mean = 3.21 SD = 1.203
Providing you with the knowledge, skills and understanding to use information and communications technology (ICT) in your subject teaching	Mean = 3.72 SD = 1.136	Mean = 3.40 SD = 1.174	Mean = 2.73 SD = 1.117	Mean = 2.56 SD = 1.126	Mean = 2.70 SD = 1.221	Mean = 2.45 SD = 1.094
Helping you to plan your teaching to achieve progression for learners	Mean = 4.27 SD = 0.900	Mean = 3.28 SD = 1.094	Mean = 2.72 SD = 1.074	Mean = 3.08 SD = 1.041	Mean = 3.63 SD = 1.146	Mean = 2.93 SD = 1.148
Preparing you to teach learners of different abilities	Mean = 4.20 SD = 1.031	Mean = 2.87 SD = 1.044	Mean = 2.57 SD = 1.053	Mean = 2.98 SD = 1.022	Mean = 3.62 SD = 1.095	Mean = 2.82 SD = 1.119
Preparing you to teach learners from minority ethnic backgrounds	Mean = 2.94 SD = 1.373	Mean = 2.39 SD = 1.095	Mean = 2.17 SD = 1.026	Mean = 2.29 SD = 1.025	Mean = 2.55 SD = 1.227	Mean = 2.48 SD = 1.125
Helping you to establish and maintain a good standard of behaviour in the classroom	Mean = 4.60 SD = 0.762	Mean = 3.07 SD = 1.164	Mean = 2.98 SD = 1.097	Mean = 2.99 SD = 1.019	Mean = 3.95 SD = 1.035	Mean = 2.68 SD = 1.147
Helping you to use a range of teaching methods that promote children's and young people's learning	Mean = 4.26 SD = 0.943	Mean = 3.19 SD = 1.068	Mean = 3.00 SD = 1.170	Mean = 3.24 SD = 1.081	Mean = 3.75 SD = 1.122	Mean = 3.04 SD = 1.138



Helping you to understand how to monitor, assess, record and report learners' progress	Mean = 4.05 SD = 0.974	Mean = 2.71 SD = 1.029	Mean = 2.32 SD = 1.097	Mean = 2.92 SD = 1.116	Mean = 3.67 SD = 1.119	Mean = 2.61 SD = 1.142
Preparing you to work with learners with special educational needs	Mean = 3.77 SD = 1.142	Mean = 2.89 SD = 1.130	Mean 2.38 SD = 1.099	Mean 2.64 SD = 1.136	Mean = 3.32 SD = 1.204	Mean = 2.74 SD = 1.144
Preparing you to work with learners with English as an additional language	Mean = 2.83 SD = 1.335	Mean = 2.56 SD = 1.145	Mean = 2.14 SD = 1.130	Mean = 2.23 SD = 1.056	Mean = 2.51 SD = 1.207	Mean = 2.47 SD = 1.220
Preparing you to work with teaching colleagues as part of a team	Mean = 4.38 SD = 1.081	Mean = 2.36 SD = 1.305	Mean = 2.77 SD = 1.365	Mean = 2.57 SD = 1.241	Mean = 3.65 SD = 1.262	Mean = 2.29 SD = 1.263
Preparing you to work in a team with staff supporting you in the classroom (e.g. technicians, teaching assistants)	Mean = 4.17 SD = 1.092	Mean = 2.17 SD = 1.265	Mean = 2.25 SD = 1.292	Mean = 2.20 SD = 1.158	Mean = 3.26 SD = 1.315	Mean = 2.07 SD = 1.149
Preparing you to communicate with parents or carers	Mean = 3.99 SD = 1.173	Mean = 2.09 SD = 1.178	Mean = 1.89 SD = 1.019	Mean = 2.15 SD = 1.143	Mean = 3.34 SD = 1.312	Mean = 2.01 SD = 1.183
Preparing you for your teacher's statutory responsibility for the welfare and safety of children and young people	Mean = 3.82 SD = 1.163	Mean = 2.75 SD = 1.203	Mean = 2.25 SD = 1.220	Mean = 2.71 SD = 1.247	Mean = 3.43 SD = 1.296	Mean = 2.76 SD = 1.352

## **Appendix 21 Components of effective training (Joyce and Showers 1980)**

Joyce and Showers (1980) analysed more than 200 studies in which researchers investigated the effectiveness of various kinds of training methods. The major components of the training in the studies reviewed were:

- 1) *Presentation of theory or description of skill or strategy;*
- 2) *Modelling or demonstration of skills or models of teaching;*
- 3) *Practice in simulated and classroom settings;*
- 4) *Structured and open-ended feedback (provision of information about performance);*
- 5) *Coaching for application (hands-on, in-classroom assistance with the transfer of skills and strategies to the classroom).*

(Joyce and Showers 1980: 380)

Their conclusion was that for maximum effectiveness of most in-service activities, it was better to include several, and perhaps all, of the five training components (Joyce and Showers 1980). This was a message reiterated within the second set of Behaviour and Attendance materials produced through the Key Stage 3 National Strategy (DfES 2004a).



## **Appendix 22: Sarah's account of her school's behaviour policy**

'There's lots of bits to it but in brief, the policy is that we have two warnings then a consequence. So if a child's doing some low-level thing, you mention it - "You need to stop talking" or whatever the thing is in a very calm way. Second time, you say "This is your second warning. If you do that again, there will be a consequence." And then third time, there will be a consequence. Which is of your choice - it could be miss five minutes of playtime or if it's more serious it could be that they have to be sent to the head teacher, or it could be that I need to contact the parents. It could be all manner of things, but that's down to me what to decide for that consequence. But the child knows that the third time, there will be a consequence. And there *will* be. Some teachers give the child a laminated blue card as a visual reminder that they're on their second warning. I don't do that, because they fiddle with the card [laughter], and that becomes an irritation in itself. So that's the main, everyday part of the policy. There are other bits to it, involving more serious behaviour: calling the head teacher... we have a system where you send a child with a little thing saying "Please come to Year 4", and even if he's interviewing or whatever he's doing, he'll still come. I haven't had to use that with this class. And there are other bits of the policy - if there are certain things that a child does, there will be this definite consequence. If a child swears at an adult, this will be the consequence. If a child hits another child, they will be excluded for the day. So there are certain things, and the children know if they do this, then that; if they do this, then that. Those are the more serious things. And there are other bits that are left to our discretion - for example, how I deal with children who haven't brought their homework in is entirely down to me. How I deal with children who have done minor things is purely down to me - as long as we stick to this two warnings, then the consequence'.

(Sarah Interview 3)